

Highland Falls-Fort Montgomery Central School District

Disruption Governance: Artificial Intelligence

Lead the Change. Embrace the Challenge. Inspire Excellence.

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Highland Falls – Fort Montgomery Central School District AI Framework

Table of Content

Executive Summary 2

Recommendations 4

Introduction 6

A Strategic Framework 8

AI Frameworks 9

Data Collection 12

Planning Process 16

Responsible Use Guidelines for Staff 18

Responsible Use Guidelines for Students 20

AI Tool Vetting Checklist 22

Appendix A – Focus Group Results 25

Appendix B – Staff Survey Results 40

Appendix C – Student Survey Results 73

Executive Summary

In spring 2026, the district conducted a comprehensive review of stakeholder perspectives on artificial intelligence and emerging technology use in schools. This work included staff and student surveys, a stakeholder focus group, a document analysis of existing guidance and frameworks. The purpose of this process was to better understand how AI tools are currently being used, identify opportunities and concerns, and determine the supports needed to guide responsible AI adoption and integration across the district.

The data indicate that AI is already part of the district's instructional and operational ecosystem. Staff reported using AI tools for lesson planning, instructional materials, differentiation, communication, productivity, and administrative support. Students reported using AI to explain difficult concepts, brainstorm ideas, get homework help, create study guides, support research, translate information, and improve writing. While students report usage as occasional to moderate rather than constant, students are familiar with a wide range of AI tools and often access them at home, on personal devices, or outside of school time. Across both surveys, respondents recognized the promise of AI as a tool to support teaching, learning, access, and efficiency. These findings suggest that AI has potential to enhance learning when it is used to support thinking, clarify understanding, and improve access to resources.

At the same time, the data reveal concerns. Staff expressed apprehension about data privacy, academic integrity, misinformation, cybersecurity, bias, third-party data storage, and unclear district expectations. Students also identified concerns related to incorrect or misleading information, over-reliance on technology, cheating or unfair advantages, and privacy. In open-ended responses, students repeatedly asked adults not to assume that all AI use is cheating, while also acknowledging that some students do misuse AI to avoid work or get answers.

The focus group reinforced these survey findings and provided clear direction for implementation. Participants emphasized that the district needs clear guidelines, approved tools, academic integrity expectations, data privacy safeguards, professional learning, family communication, and grade-level expectations. They also recommended creating a districtwide AI committee or coalition with representation from administrators, teachers, technology staff, students, families, and other stakeholders. The group strongly cautioned that a written policy alone will not be sufficient; ongoing training, communication, and review will be necessary as AI tools and practices continue to evolve.

Executive Summary

Taken together, the findings show that AI adoption should not be treated only as a technology initiative. It is a governance, instructional, privacy, safety, and culture issue. The district's work aligns closely with five domains of disruption governance: Data Privacy & Protection, Compliance & Risk Management, Trust & Safety for Students and Families, Resilience & Continuity, and Human Capacity & Culture. These domains provide a useful structure for ensuring that AI implementation is thoughtful, safe, ethical, sustainable, and aligned with district values.

Overall, the findings suggest that the district is well positioned to move forward with a balanced and proactive approach. AI offers meaningful opportunities to support learning, instruction, accessibility, and productivity, but those opportunities must be guided by clear expectations, strong privacy protections, academic integrity safeguards, and ongoing capacity building. A thoughtful district framework will help ensure that AI is used not as a shortcut around learning, but as a responsible tool that supports students, strengthens instruction, and prepares the school community for an increasingly complex digital future.

Recommendations

Based on the staff survey, student survey, focus group feedback, and review of existing guidance and frameworks, the district should focus on five priority areas for AI adoption and integration. The data show that AI is already being used by both staff and students, but expectations, safeguards, and supports are not yet consistent. The following recommendations provide a clear path forward for creating responsible, practical, and sustainable AI guidance.

1. Develop Clear Districtwide AI Guidelines

The district should create AI guidelines for all stakeholders. These guidelines should explain when AI use is allowed, limited, or prohibited; how AI may be used to support learning and professional work; what uses are inappropriate; and when AI use should be disclosed or acknowledged.

2. Establish a Technology Leadership Team

The district should create a representative Technology Leadership Team that includes administrators, teachers, technology staff, students, families, and other key stakeholders. This committee should review emerging tools, recommend updates, and help ensure that technology use guidance remains current as technologies evolve. A standing committee will also help create shared ownership and consistency across the district.

3. Create an Approved Tool List and Vetting Process

The district should identify which technologies are approved for instructional and professional use and establish a formal process for reviewing new tools. The vetting process should consider data privacy, cybersecurity, age appropriateness, accessibility, instructional value, vendor terms, and alignment with district expectations and existing infrastructure. Staff and students should be directed to use approved tools rather than public or unvetted platforms when school-related work, student learning, communication, records, or district operations are involved.

4. Provide Ongoing Professional Learning and Student Instruction

Training should be ongoing, practical, and role-specific, with a strong emphasis on building AI literacy across the district community. Staff need support with responsible AI use, classroom applications, academic integrity, privacy, bias, misinformation, verification of AI-generated content, and understanding how AI tools work and where their limitations exist. Students need explicit instruction in AI literacy, including how AI generates responses, why outputs may be inaccurate or biased, how to protect personal information, and how to use AI as a learning support without replacing original

Recommendations

thinking. Lessons should address privacy, accuracy, ethical use, academic integrity, disclosure, prompt design, and how to evaluate AI outputs. Families should also receive clear guidance, so they understand district expectations, the benefits and risks of AI, and how to reinforce responsible use at home.

5. Strengthen Privacy, Academic Integrity, and Responsible Use Expectations

The district should define what information must never be entered into public or unapproved AI tools, including, but not limited to, student names, identifying details, grades, assessment data, IEP/504 information, health information, discipline records, family information, and confidential communications. The district should also develop common language to help students and staff distinguish between using AI to support learning and using AI to replace learning. Teachers should clearly communicate expectations for the use of AI.

Suggested First-Year Focus

For the next school year, the district should prioritize two immediate actions:

1. Create clear districtwide AI guidelines and expectations.
2. Provide consistent training and support for staff, students, and families.

These two priorities reflect the strongest themes from the surveys and focus group. Stakeholders are asking for clarity, consistency, safeguards, approved tools, professional learning, and a shared understanding of how AI should support teaching and learning.

Introduction

The Leadership Team of the Highland Falls-Fort Montgomery Central School District convened in February of 2026 to begin a discovery process to define disruption governance and to identify guidelines for the adoption and integration of Artificial Intelligence for the school district. The purpose of this process is to ensure the successful implementation of AI driven tools and practices through careful planning and strategic alignment with the school district's educational goals, values, and priorities.

Artificial Intelligence has quickly become one of the most visible examples of a broader category of disruptive technologies that are reshaping the instructional and operational ecosystems of school districts. These technologies have the potential to expand access to information, support instructional planning, personalize learning, streamline communication, and improve productivity. At the same time, they introduce new questions about student data privacy, academic integrity, cybersecurity, misinformation, equity, human judgment, vendor oversight, and the preservation of authentic teaching and learning.

For this reason, the district's work is not limited to determining whether AI tools should be allowed or prohibited. Instead, the district is using AI as an entry point into a larger governance conversation: how should school systems make thoughtful, ethical, legally compliant, and instructionally sound decisions when new technologies disrupt established practices? This broader approach is referred to throughout this report as disruption governance.

This work is also situated within the broader policy context established by the New York State Education Department. New York State has already identified digital fluency, safe technology use, and data privacy as essential responsibilities for schools. The New York State K–12 Computer Science and Digital Fluency Learning Standards provide a statewide framework for helping students understand digital technologies, use them safely and productively, and participate fully in a technology-rich society. NYSED's implementation timeline identifies September 2024 as the beginning of full implementation of these standards across all K–12 grade bands.

New York State has also established clear requirements for protecting student data. Education Law § 2-d protects student personally identifiable information from unauthorized disclosure and provides parents with rights regarding their child's data. NYSED further notes that Education Law § 2-d and Part 121 require educational agencies to publish a Data Privacy and Security Policy and follow requirements related to student data protection, third-party contractors, and privacy safeguards.

In response, the district undertook a discovery process that included student surveys, staff surveys, and a stakeholder focus group. These activities were designed to better understand current awareness, use, concerns, readiness, and priorities related to AI and emerging technologies. The findings from this process point to a clear need for district guidance that is both protective and enabling: guidance that safeguards students and data while helping educators and learners use technology responsibly, ethically, and effectively.

The report that follows uses the Five Domains of Disruption Governance to organize the findings and recommendations:

- Data Privacy & Protection
- Compliance & Risk Management
- Trust & Safety for Students and Families
- Resilience & Continuity
- Human Capacity & Culture

Together, these domains provide a practical structure for governing technologies that disrupt the instructional and operational systems of the district. They help ensure that decisions about AI and emerging technologies are not made in isolation, but are connected to the district's responsibilities for privacy, compliance, safety, continuity, professional capacity, student learning, and public trust.

The Need for a Strategic Framework

The ultimate impact of increasingly powerful Artificial Intelligence (AI) technologies on learning community demands a framework where technology supports students' and educators' thinking and creating,. Thus, actuating a governance model that redefines what it means to lead in the age of transformation and disruption is more important that ever. The Five Domains for Disruption Governance provide that structure:

Domain 1: Data Privacy & Protection		Understanding how data is collected, used, shared, inferred, and retained, and protecting that data from misuse, exposure, or exploitation.
Domain 2: Compliance & Risk Management		Aligning with legal requirements, regulatory expectations, and institutional accountability structures.
Domain 3: Trust & Safety for Students & Families		Focusing on transparency, fairness, communication, and protections that ensure students and families feel safe, respected, and informed.
Domain 4: Resilience & Continuity		Emphasizing preparedness, incident response, continuity planning, and the ability to sustain learning and operations during cyber incidents, vendor outages, or system failures.
Domain 5: Human Capacity & Culture		Building the shared understanding, ethical judgment, digital fluency, and cyber awareness necessary for staff and leaders to use technology responsibly.

Individually, each domain addresses a critical aspect of secure technology adoption. Collectively, they provide a leadership blueprint for governing disruption in education. They move districts beyond reactive decision-making toward intentional, values-driven innovation that protects students, supports educators, and earns community trust.

AI Frameworks

As educational institutions explore the adoption and integration of artificial intelligence, several frameworks have emerged to guide ethical, effective, and strategic implementation. These framework help schools align AI use with instructional goals, equity, privacy, and responsible innovation.

- **TeachAI: AI Guidance for Schools Toolkit**
  TeachAI is designed specifically for education systems and helps leaders create policies around student use, teacher use, operations' academic integrity, privacy, equity, and stakeholder communication, emphasizing iterative improvement.

- **Planning Guide for AI: A Framework for School Districts** (CoSN & Council for the Great City Schools)
  This K-12 focused guide provides a practice roadmap for district leaders across four key areas: Leadership and Vision, Teaching and Learning, Professional Development, and Data & Infrastructure.

- **NIST Artificial Intelligence Risk Management Framework (NIST AI RMF 1.0) and the NIST Generative AI Profile (NIST AI600-1)**
  Developed by the National Institute of Standards and Technology, this AI RMF outlines a risk-based approach to AI, promoting trustworthy development and use. It includes core functions-Map, Measure, Manage, and Govern-that educational organizations can adapt to assess and mitigate AI-related risks such as bias, privacy violations, and system failures. The Generative AI Profile is a companion resource to the AI RMF that applies the broader framework specifically to generative AI. Released in July 2024, the profile identifies risks that are unique to or intensified by generative AI, including confabulation or hallucination, data privacy, information integrity, harmful bias, intellectual property concerns, information security, and value chain risks.

- **U.S. Department of Education: Artificial Intelligence and the Future of Teaching and Learning**
  The U.S. Department of Education report remains foundational for American K–12 systems because it frames AI around human decision-making, educator involvement, equity, and the need for policies that evolve with technology.

- **EDSAFE / SAFE Framework**
  The EDSAFE AI Alliance's SAFE framework is useful because it centers the public-interest dimensions of AI in education: safety, accountability, fairness, transparency, and efficacy.

- **UNESCO's AI and Education: Guidance for Policy-makers**
  UNESCO's guidance advocates for a human-centered approach to AI, addressing digital divides and the ethical use of data. It calls for national and institutional policies that foster teacher capacity, protect student rights, and ensure AI contributes positively to educational quality and innovation.

Connecting the Five Domains for Disruption Governance to AI Frameworks

A school district's selection of an AI framework should reflect its strategic goals, values, community context, and capacity for implementation. The Five Domains for Disruption Governance align closely with both the TeachAI guidance and the NIST AI Risk Management Framework. TeachAI provides an education-specific policy lens focused on leadership, guidance, AI literacy, capacity-building, and responsible innovation. NIST AI RMF and the Generative AI Profile provides a broader risk-management structure through its Govern, Map, Measure, and Manage functions, emphasizing trustworthiness, accountability, privacy, security, transparency, and continuous risk management. The Five Domains translate these national frameworks into a K–12 district context by organizing AI and emerging technology governance around data privacy, compliance and risk management, trust and safety, resilience and continuity, and human capacity and culture. Together, these frameworks support a balanced approach that protects students, strengthens learning, builds staff capacity, and ensures that innovation advances within clear ethical, legal, and operational safeguards.

The 5 Domains answer:	TeachAI answers:	NIST AI RMF answers:
What must a school district govern when disruptive technologies affect instruction and operations?	*What should education systems consider when developing AI guidance for teaching and learning?*	*How should organizations identify, assess, manage, and govern AI risks in a trustworthy way?*

Connection to TeachAI:

TeachAI provides the education-policy lens; the Five Domains provide the district governance lens.

TeachAI helps validate the need for leadership, guidance, literacy, capacity-building, and innovation. The Five Domains organize those ideas into a broader district operating model that includes not only teaching and learning, but also privacy, cybersecurity, vendor review, continuity, family trust, and staff culture.

Connection to NIST AI RMF:

NIST AI RMF provides the risk-management architecture; the Five Domains translate that architecture into school district priorities.

The NIST AI RMF is also highly relevant, but in a different way. It is not K–12-specific; it is a general AI risk management framework intended to help organizations incorporate trustworthiness considerations into the design, development, use, and evaluation of AI systems. The Generative AI Profile for the AI RMF helps organizations identify unique risks posed by generative AI and actions for managing those risks.

High-Level Alignment

Five Domains for Disruption Governance	Connection to TeachAI	Connection to NIST AI RMF
Data Privacy & Protection	Supports guidance around safe, responsible, and compliant AI use in education.	Connects to risk identification, data protection, privacy, security, and trustworthy AI characteristics.
Compliance & Risk Management	Aligns with TeachAI's emphasis on leadership, policy guidance, capacity building, and responsible AI policy.	Directly aligns with the AI RMF core functions: Govern, Map, Measure, and Manage.
Trust & Safety for Students and Families	Connects to transparency, responsible use, AI literacy, and stakeholder communication.	Aligns with trustworthy AI goals, including valid and reliable, safe, secure and resilient, accountable and transparent, explainable and interpretable, privacy-enhanced, and fair.
Resilience & Continuity	Extends education guidance into operational readiness and district continuity.	Aligns with NIST's attention to AI risks to individuals, organizations, and society, including security and resilience.
Human Capacity & Culture	Strongly aligns with TeachAI's goals around promoting AI literacy, building capacity, and supporting responsible teaching with and about AI.	Connects to the Govern function, which emphasizes roles, responsibilities, organizational culture, accountability, and risk management practices.

Data Collection

To inform the development of guidelines for the adoption and integration of AI tools in the district's education system, a comprehensive data gathering process was conducted. This included administering surveys to both students and faculty/staff to capture a broad range of perspectives, experiences, and concerns regarding the use of AI in educational settings. In addition to survey responses, a focus group was held with key stakeholders to explore emerging themes in greater depth and to better understand the specific needs and expectations within the school community. The district also reviewed existing frameworks for AI adoption in education to ensure that the guidelines align with recognized best practices and ethical standards. Together, these efforts provided a robust foundation for evidence-based development.

1. Focus Group (See Appendix A): A focus group was held on May 18, 2026, to discuss the process for creating guidelines for AI adoption and integration. During the focus group, stakeholders identified several key challenges, including the need for clear districtwide expectations, consistent guidance across grade levels and classrooms, protection of student and staff data, academic integrity safeguards, and ongoing professional learning for all stakeholders. Participants emphasized that the district should not approach AI adoption through isolated decisions or one-time policy documents. Instead, they recommended creating a districtwide framework supported by a committee or coalition that includes administrators, teachers, technology staff, students, families, and other stakeholders. The group also noted that AI and AI-enabled technologies are already being used in a variety of ways, including lesson planning, communication, brainstorming, studying, research, writing support, content creation, translation, productivity tasks, and student support. Because AI is also embedded in commonly used platforms, participants agreed that the district needs clear guidance on approved tools, privacy expectations, and appropriate use.

   In terms of teaching and learning, the group agreed that AI should be used to support learning rather than replace student thinking, creativity, problem-solving, or authentic work. Participants emphasized that students need to learn the value of their own work and understand how to use AI as a tool for clarification, brainstorming, feedback, studying, and extending learning. They also noted that expectations should be age-appropriate and organized by grade band, with clear differences in how AI may be introduced, limited, or applied across elementary, middle, and high school levels. The group stressed that teachers need training to guide students effectively, especially since many students may already be more familiar with AI tools than adults. Participants also recommended that students be involved as partners and leaders in developing expectations, since student voice can help the district create guidance that is realistic, understandable, and responsive to how students actually use the technology.

Overall, the group recognized AI as a powerful tool that could enhance teaching, learning, productivity, accessibility, and student support. However, participants were clear that implementation must be guided by strong safeguards, including data privacy protections, approved tools, academic integrity expectations, staff training, family communication, and ongoing review. The group identified several important action steps for the district: create clear AI guidelines or an expectations list; establish a districtwide AI committee with stakeholder representation; identify approved AI tools and restrict unsafe or unapproved tools; provide ongoing professional development for administrators, faculty, staff, students, and families; develop grade-level expectations and student lessons; communicate regularly through newsletters, faculty meetings, refreshers, and family outreach; and create a long-term roadmap for AI use across the district. The strongest priorities identified for next year were the development of clear districtwide guidelines or policy and consistent, ongoing training so all users understand how to use AI responsibly, safely, and effectively.

2. Faculty/Staff Survey (see Appendix B): A total of 87 staff members responded to the staff survey on AI use in education. Respondents represented a range of roles, with classroom teachers making up the largest group, along with support staff, special education staff, administrators, content leaders, library/media staff, and aides. Staff represented all grade-level bands, with the largest number serving grades 9–12, and most respondents had significant experience in education.

   Overall, staff reported a moderate level of familiarity with generative AI, with an average understanding rating of approximately 3.39 out of 5. About 80% of respondents indicated that they use AI either regularly or occasionally in their professional role. The most commonly used tools include ChatGPT, Google Gemini, Canva, Brisk, Grammarly, NotebookLM, Microsoft Copilot, and Claude, with ChatGPT, Gemini, Canva, and Brisk being the most frequently reported.

   Staff are primarily using AI for lesson planning, instructional materials, differentiation, communication, productivity tasks, and administrative support. These uses suggest several promising applications, including helping teachers generate ideas, adapt materials, create scaffolds, support multilingual communication, draft or revise content, summarize information, and improve workflow efficiency.

   At the same time, staff expressed clear apprehension about AI use. The strongest concerns were related to data privacy, academic integrity, misinformation, cybersecurity, bias, third-party data storage, and lack of clear district guidance. Many staff reported receiving minimal or no guidance on AI-related privacy issues, and many indicated that district expectations or policies remain unclear.

   A key implementation insight is that staff familiarity with AI does not necessarily mean they feel prepared to use it safely or guide students effectively. Staff are asking for clear guidelines, approved tools, practical examples, privacy safeguards, academic integrity expectations, and ongoing professional learning. They also indicated that guidance should be supportive rather than punitive.

   In summary, the staff survey shows that AI use is already emerging across the district, especially for planning, communication, differentiation, and productivity. The district's next steps should focus on creating clear AI guidelines, identifying approved tools, providing role-specific training, and building a consistent framework for responsible AI use across classrooms, grade levels, and departments.

3. Student Survey (see Appendix C):

A total of 470 students responded to the student survey on AI use in education. Overall, students reported a moderate to strong level of familiarity with generative AI, with an average understanding rating of approximately 3.64 out of 5. Most students indicated that they have heard of or used AI tools, including AI writing tools, study or tutoring tools, image and video creation tools, and translation tools.

The most used AI tools among students include ChatGPT, Google Gemini, Canva, Grammarly, Microsoft Copilot, NotebookLM, Claude, Midjourney, Grok, and Gauth AI, with ChatGPT and Google Gemini being the most frequently reported. Although students are widely aware of AI, their use for schoolwork appears to be occasional to moderate rather than constant. Only a smaller group reported using AI often or very often for school assignments.

Students are primarily using AI to explain difficult concepts, brainstorm ideas, get homework help, create study guides, support research, and edit or improve writing. These uses suggest several promising applications, especially when AI is positioned as a learning support tool. Students see AI as helpful for clarifying confusing material, generating practice or review resources, organizing ideas, improving writing, and getting help when a teacher, parent, or tutor is not immediately available.

At the same time, students recognize important concerns. The most common concerns included incorrect or misleading information, over-reliance on technology, cheating or unfair advantages, and privacy or personal data risks. Many students also emphasized that AI should not replace learning, original thinking, or the value of their own work. In open-ended responses, students repeatedly asked adults not to assume that all AI use is cheating, while also acknowledging that some students do misuse AI to get answers or avoid doing work.

A key implementation insight is that students want clear rules and consistent expectations. Most students supported AI use for school assignments only when there are clear guidelines or when AI is allowed for certain assignments. Students also reported that teacher expectations vary by class, which suggests a need for shared district language, assignment-level guidance, and explicit instruction on responsible use

Middle school students appear to use AI in more exploratory and task-oriented ways, often for quick answers, translation, creative ideas, images, or help understanding a basic concept. Their use is often driven by curiosity, convenience, and the desire to complete work more easily. While high school students tend to use AI more as an academic support and efficiency tool. Their use is more connected to managing heavier workloads, creating study guides, summarizing readings, improving writing, and working through complex problems, especially in math, science, and research-based assignments.

The two groups also differ in risk awareness. Middle school students tend to think about AI use in terms of rules, cheating, and getting in trouble. High school students show more awareness of broader concerns, including privacy, misinformation, AI hallucinations, over-reliance, and academic integrity.

Overall, these differences suggest that district guidance should be developmentally appropriate. Middle school students need clear rules, simple examples, and structured expectations, while high school students are ready for more advanced guidance on ethical use, disclosure, privacy, accuracy, and using AI as a learning support without replacing their own thinking. The student survey also shows that AI is already part of students' learning environment, especially outside of school and on personal devices. The district's next steps should focus on creating clear student-facing guidelines, teaching responsible and ethical AI use, addressing privacy and academic integrity, helping students evaluate AI outputs for accuracy, and clarifying when AI use is appropriate, limited, or prohibited.

Planning Process

AI Adoption & Integration Planning Process

Phase 1: Establish a Shared Vision and Governance Structure

1.1. Assemble a Technology Leadership Team

- Include educators, administrators, IT leaders, curriculum directors, student representatives, and community stakeholders.
- Ensure representation from all levels (elementary, middle, high school) and across roles.

1.2. Identify the Objectives Related to AI Adoption and Integration

- Define the purpose of AI adoption in alignment with district goals.
- Emphasize equity, innovation, safety, and responsible use.

1.3. Select a Guiding Framework

- Use the Five Domains of Disruption Governance as the primary model.
- Align to TeachAI and NIST AI RMF

1.4. Define Governance, Policy & Guidelines Structures

- Create or update policies for ethical use, data privacy, transparency, and academic integrity, as necessary.
- Include acceptable use policies for staff and students, with specific guidance on generative AI.

Phase 2: Assess Readiness and Build Capacity

2.1. Conduct Readiness Assessments

- Use the Assessment tool for the Five Domains of Disruption Governance
- Collect input from staff, students, and families.

2.2. Identify AI Use Cases

- Prioritize opportunities that align with district goals (e.g., lesson planning, tutoring, personalized learning, administrative efficiency).

2.3. Invest in Professional Learning

- Offer differentiated training on AI basics, instructional integration, and ethical implications.
- Include hands-on workshops and resources for navigating tools like Gemini, NotebookLLM and other tools as identified, adopted and / or integrated by the school district.

Planning Process

AI Adoption & Integration Planning Process

Phase 3: Evaluate and Implement AI Tools

3.1. Launch Controlled Pilots as Needed

- Begin with small-scale pilots in classrooms, departments, or operational units.
- Monitor impact, equity, and effectiveness using feedback loops.

3.2. Ensure Transparency and Communication

- Clearly communicate the goals, tools, and guardrails to families, students, and staff.
- Host forums or webinars for stakeholder engagement as needed.

3.3. Support Implementation with Coaching and Resources

- Assign instructional technology coaches or lead teachers to support AI integration.
- Provide ongoing resources for troubleshooting and innovation.

Phase 4: Monitor, Evaluate, and Scale

4.1. Establish Evaluation Metrics

- Track indicators such as student engagement, instructional time savings, academic integrity incidents, and educator feedback.
- Assess usage and AI impact on student engagement.

4.2. Revise and Refine Guidelines Based on Findings

- Use data to adjust usage guidelines, privacy protections, and professional development offerings.

4.3. Scale Successful Practices

- Expand access to effective AI tools and strategies districtwide.
- Highlight successes and innovations across buildings to foster shared learning.

Phase 5: Sustain Innovation and Stay Agile

5.1. Build a Culture of Continuous Learning

- Establish a digital citizenship, literacy and fluency curricula.
- Encourage student inquiry, staff and faculty innovation and investigation, and ethical exploration of AI.

5.2. Review the Guidelines Annually

- Update the guidelines each year based on new research, tool advancements, and district needs.

Highland Falls-Fort Montgomery Central School District Responsible Use Guidelines for Generative AI Tools for Faculty & Staff	
1. Introduction	These guidelines outline the Highland Falls-Fort Montgomery Central School District (HFFMCSD) expectations for the use of generative AI tools by staff. Generative AI tools are computer programs that can generate text, images, and other content from a given prompt. These tools are becoming increasingly common and have the potential to be used for educational purposes. However, it is important to be aware of the potential risks and to use generative AI responsibly.
2. Scope	These guidelines apply to all faculty and staff who use generative AI tools on HFFMCSD property or through HFFMCSD's network.
3. Definitions	• Generative AI tool: A computer program that can generate text, images, and other content from a given prompt. • Responsible use: Using generative AI tools in a way that is ethical, legal, and respectful of others.
4. Permitted Uses	Generative AI tools may be used for educational purposes, such as: • Aiding Creativity: Faculty and staff can use generative AI to generate text, images, and other creative content. • Collaboration: Generative AI can be used to collaborate with faculty and staff on projects, brainstorm ideas, and provide feedback. • Communication: AI can help faculty and staff with real-time translation, language learning, and other communication tasks. • Content Creation and Enhancement: AI can help faculty and staff create personalized study materials, summaries, and presentations. • Personalized Learning: When approved by the district and guided by a teacher, AI may be used to provide practice, feedback, or support based on learning goals.
5. Prohibited Uses	Generative AI tools **may NOT** be used for the following purposes: • Bullying/harassment: Faculty and staff should not use generative AI to create content that is harmful or threatening to others. • Plagiarism: Faculty and staff should not use generative AI to generate content that they plan to submit as their own work. • Cheating: Faculty and staff should not use generative AI to obtain unauthorized access to information. • Commercial Use: Generative AI tools should not be used for commercial purposes, such as creating content for advertising or marketing.

Highland Falls-Fort Montgomery Central School District Responsible Use Guidelines for Generative AI Tools for Faculty & Staff	
6. Privacy & Security	Faculty and staff must safeguard personally identifiable information and confidential district data when using AI tools. AI use must align with district privacy, cybersecurity, and data protection expectations. • Do not enter student names, identifying details, confidential records, IEP/504 information, grades, assessment data, or other sensitive information into public or unapproved AI tools. • Use approved tools and district-vetted processes when AI use involves student learning, communication, records, or district operations.
7. Responsibilities of Staff	Staff are responsible for modeling responsible use of generative AI tools and for teaching students about the ethical and responsible use of these tools. This includes: • Providing Guidance: Staff should provide students with guidance on the ethical and responsible use of generative AI tools. • Monitoring Use: Staff should monitor student use of generative AI tools to ensure that they are being used in a responsible manner.
8. Consequences	Violations of these guidelines may result in disciplinary action.
9. Review	These guidelines will be reviewed on an annual basis and updated as needed.
10. Special Considerations	• Equitable Access: All students shall be given equivalent opportunities to utilize and benefit from generative AI resources in the classroom, regardless of background or ability. • Human Oversight: Generative AI tools shall be employed under the supervision of educators who will guide students in their ethical and responsible use. • Transparency and Communication: There shall be clear communication with students, their guardians, and staff regarding the specific purposes and limitations of generative AI tools used in the classroom. • Review Process: A systematic process shall be established to regularly evaluate the efficacy and appropriateness of generative AI tools used in the district. • Commitment to Ongoing Training: The district shall provide continued professional development opportunities for educators to ensure their competence in using generative AI tools effectively and responsibly in their teaching practices.

Highland Falls-Fort Montgomery Central School District Responsible Use Guidelines for Generative AI Tools for Students	
1. Introduction	These guidelines outline the Central School District's (CSD) expectations for the use of generative AI tools by students. Generative AI tools are computer programs that can generate text, images, and other content from a given prompt. These tools are becoming increasingly common and have the potential to be used for educational purposes. However, it is important to be aware of the potential risks and to use generative AI responsibly.
2. Scope	These guidelines apply to all students who use generative AI tools on CSD property or through CSD's network.
3. Definitions	• Generative AI tool: A computer program that can generate text, images, and other content from a given prompt. • Responsible use: Using generative AI tools in a way that is ethical, legal, and respectful of others.
4. Permitted Uses	Generative AI tools may be used for educational purposes, such as: • Aiding Creativity: Students can use generative AI to generate text, images, and other creative content. • Collaboration: Generative AI can be used to collaborate with students on projects, brainstorm ideas, and provide feedback. • Communication: AI can help students with real-time translation, language learning, and other communication tasks. • Content Creation and Enhancement: AI can help students create personalized study materials, summaries, and presentations. • Personalized Learning: When approved by the district and guided by a teacher, AI may be used to provide practice, feedback, or support based on learning goals.
5. Prohibited Uses	Generative AI tools **may NOT** be used for the following purposes: • Bullying/harassment: Students should not use generative AI to create content that is harmful or threatening to others. • Plagiarism: Students should not use generative AI to generate content that they plan to submit as their own work. • Cheating: Students should not use generative AI to obtain unauthorized access to information or to complete assignments without doing the work themselves.
6. Privacy & Security	Students must protect personal and school-related information when using AI tools: • Do not type private information about yourself or others into AI tools, including names, contact information, passwords, grades, health information, family details, or school records.

Highland Falls-Fort Montgomery Central School District Responsible Use Guidelines for Generative AI Tools for Students	
	• Use school approved tools and ask an adult before sharing information if you are unsure whether it is safe.
7. Responsibilities of Students	Students are responsible for using generative AI tools in a responsible manner. This includes: • Citing Sources: Students must always cite the source of any content generated by a generative AI tool. • Avoiding Plagiarism: Students must not use generative AI to generate content that they plan to submit as their own work. • Being Respectful: Students must use generative AI tools in a respectful manner and not create content that is harmful or threatening to others.
8. Consequences	Violations of these guidelines may result in disciplinary action, up to and including suspension or expulsion.
9. Review	These guidelines will be reviewed on an annual basis and updated as needed.
10. Special Considerations	• Equitable Access: All students shall be given equivalent opportunities to utilize and benefit from generative AI resources in the classroom, regardless of background or ability. • Human Oversight: Generative AI tools shall be employed under the supervision of educators who will guide students in their ethical and responsible use. • Transparency and Communication: There shall be clear communication with students, their guardians, and staff regarding the specific purposes and limitations of generative AI tools used in the classroom. • Review Process: A systematic process shall be established to regularly evaluate the efficacy and appropriateness of generative AI tools used in the district. • Commitment to Ongoing Instruction: The district shall provide digital literacy and fluency instruction for students to ensure their competence in using generative AI tools effectively and responsibly to support their learning.

AI Vetting Tool Checklist

AI Tool Vetting Checklist

I. Purpose & Educational Alignment

- ☐ Clearly defined educational purpose (instructional, assessment, admin, support)
- ☐ Aligns with district curriculum, instructional goals, or student support services
- ☐ Enhances—not replaces—teacher/student engagement
- ☐ Supports diverse learners and differentiated instruction
- ☐ Offers documented use cases or evidence of effectiveness in K–12 settings

II. Student Safety, Privacy & Compliance

- ☐ Compliant with FERPA, COPPA, and applicable state laws (e.g., Ed Law 2-d in NY)
- ☐ Transparent data practices—clearly explains what data is collected and how it's used
- ☐ Does not sell or share student data with third parties
- ☐ Provides data deletion, export, and audit capabilities
- ☐ Accessible and inclusive for all students (meets WCAG/ADA standards)

III. Transparency & Trustworthiness

- ☐ Discloses how the AI model works (i.e., what data it was trained on, how it generates responses)
- ☐ Provides explanations of results or output decisions (if applicable)
- ☐ Acknowledges limitations or potential inaccuracies in outputs
- ☐ Allows human oversight or moderation of AI-generated content
- ☐ Includes documentation on how bias is mitigated in the tool's design

IV. Academic Integrity & Misuse Safeguards

- ☐ Built-in tools for detecting AI misuse (e.g., AI-generated text in student work)
- ☐ Guidance available for preventing plagiarism or inappropriate use
- ☐ Offers controls for usage monitoring by teachers or administrators
- ☐ Includes content moderation features (if students generate responses)

V. Usability & Support

- ☐ Easy for educators and students to use (no advanced technical skill required)
- ☐ Integrates with existing district tools or LMS platforms
- ☐ Offers professional development or training materials for staff
- ☐ Provides responsive customer or technical support
- ☐ Includes clear documentation or user guides

AI Vetting Tool Checklist

AI Tool Vetting Checklist, page 2

VI. Equity, Bias, and Fairness

- ☐ Designed to avoid reinforcing stereotypes or biased outputs
- ☐ Tested across diverse student populations and use cases
- ☐ Promotes equitable access and outcomes for all students
- ☐ Complies with district's equity and anti-discrimination policies

VII. Cost, Licensing & Sustainability

- ☐ Transparent pricing and licensing model (free, freemium, paid tiers)
- ☐ No hidden fees or aggressive upselling
- ☐ Terms of Service are reviewed and approved by legal or procurement staff
- ☐ Vendor demonstrates sustainability and long-term commitment to education

VIII. Approval & Decision-Making

- ☐ Reviewed by the AI leadership team or technology committee
- ☐ Piloted in a limited-use case and evaluated with staff input
- ☐ Approved by the district's technology coordinator or superintendent designee

Optional: Tool Review Summary

- ☐ Tool Name: _____
- ☐ Purpose: _____
- ☐ Reviewed By: _____
- ☐ Date Reviewed: _____
- ☐ Final Decision: ☐ Approved ☐ Not Approved ☐ Needs Further Review
- ☐ Notes: _____

Acknowledgments & References

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Appendix A

Focus Group Results

Question 1: Shared Vision and Purpose

What should the district's overall approach to AI and emerging technology be so that it supports learning, protects students, and reflects our district values?

This question helps surface the "big picture" stance: cautious use, responsible integration, grade-level differences, and what the district wants AI use to mean.

Overview:

The focus group responses suggest that participants want the district to take a clear, proactive, flexible, and values-driven approach to AI and emerging technology. Participants emphasized that the district should not ignore or avoid AI but also should not move forward without structure. The dominant message was that the district needs a framework, clear guidelines, stakeholder input, professional learning, and developmentally appropriate expectations for students.

Major Themes:

Theme	What Participants Emphasized
Create a district framework and guidelines	Participants strongly emphasized the need for a districtwide framework, policies, and guidelines to guide everyone. They want clarity so expectations are not left up to individual interpretation.
Avoid a one-size-fits-all approach	Participants noted that AI guidance should be flexible by grade level and role. They specifically suggested different expectations for Pre-K–2, grades 3–5, 6–8, and 9–12, with age-appropriate tools and refreshers at each level.
Build support for all stakeholders	The responses emphasized that the district should support students, staff, administrators, and families rather than focusing only on restrictions or compliance.
Collaborate and share decision-making	Participants recommended that leadership collaborate with stakeholders, partner with others, and avoid top-down decision-making. They want shared ownership of the approach.
Educate students over time	Participants suggested that students need ongoing instruction through a course, unit, or repeated learning experiences, and not a single 42-minute informational session.
Develop staff knowledge	Participants noted that staff need to be knowledgeable to teach and guide students responsibly. Professional learning is essential.

Question 1: Shared Vision and Purpose continued

Major Themes:

Focus Group Theme	What Participants Emphasized
Use safeguards while tools are reviewed	Participants recommended having temporary restrictions or blocks in place until new technologies can be evaluated and a policy is created. They also suggested a process for short-term use cases until formal guidance is developed.
Connect AI to learning and district values	The group framed AI guidance around creating lifelong learners, growing knowledge, supporting learning, and helping students use tools responsibly.

Connection to Surveys:

The focus group responses strongly reinforce the major themes from both the staff survey and the student survey.

First, the focus group's call for a district framework and clear guidelines directly aligns with staff survey results showing that many staff find current AI policies unclear or are unaware of any guidance. It also aligns with student survey results showing that students want AI to be allowed with clear rules or only for certain assignments.

Second, the focus group's emphasis on grade-level expectations connects well to both staff and student feedback. Staff expressed concern about student use, academic integrity, and developmental readiness, while students indicated that expectations often vary by class. A grade-banded approach would help create consistency while still allowing flexibility for different ages and learning needs.

Third, the focus group's recommendation for ongoing student instruction closely matches the surveys. Staff overwhelmingly indicated that students need explicit instruction on responsible AI and technology use. Students also identified the need for guidance on responsible use, privacy, honesty, teacher expectations, and learning the material themselves.

Fourth, the focus group's emphasis on professional learning for staff reflects staff survey findings showing strong interest in training on responsible AI use, practical classroom applications, data privacy, policy guidance, ethics, bias, and digital citizenship. The student survey also supports this need, because students repeatedly said adults should understand that AI is not always used for cheating and that teachers need to provide clearer expectations.

Finally, the focus group's recommendation to lead rather than react from fear adds an important layer to the survey findings. Both staff and students expressed concerns about privacy, cheating, misinformation, over-reliance, and safety. However, the focus group responses suggest that the district should address those concerns through thoughtful governance, education, and leadership — not through fear-based prohibition alone.

Question 1: Shared Vision and Purpose continued

Summary:

Focus group participants expressed strong support for a districtwide framework and clear guidelines for AI and emerging technology use. They emphasized that the district should create policies that guide everyone, while avoiding a one-size-fits-all approach. Participants recommended grade-level expectations, age-appropriate tools, and ongoing refreshers for students as they move from elementary to middle and high school.

A central theme was that the district should lead with clarity and confidence rather than fear. Participants did not recommend simply avoiding AI or telling students not to use it. Instead, they emphasized the importance of helping students become lifelong learners who understand how to use AI and emerging technologies responsibly. They also stressed that students need ongoing instruction through a course, unit, or repeated learning experiences, rather than a single informational session.

The group also highlighted the need for shared decision-making and stakeholder collaboration. Participants recommended that district leadership collaborate with staff and other stakeholders, partner with others, and build support for all. They noted that administrators must lead the work, but should do so in partnership with educators, students, families, and external experts where appropriate.

Finally, participants recommended that the district establish a process for evaluating emerging technologies before they are widely used. This could include temporary restrictions or blocks until tools are reviewed, along with a clear short-term process for requests or use cases while broader policies are being developed. Once the district determines how a tool should be used, participants recommended creating professional development and lessons to support implementation.

Question 2: Guardrails and Non-Negotiables

What rules, safeguards, or non-negotiables should be in place to protect student learning, data privacy, academic integrity, and safety?

This question connects directly to the strongest survey themes: privacy, cheating, overreliance, misinformation, cybersecurity, and appropriate use.

Responses:

The focus group responses emphasize that the district needs clear safeguards, approved tools, strong privacy protections, grade-level expectations, and academic integrity rules before AI and emerging technologies are used more broadly. Participants framed these safeguards not as barriers to innovation, but as necessary conditions for responsible use.

Major Themes:

Theme	What Participants Emphasized
Vet AI tools before use	Participants strongly emphasized that AI tools should be reviewed and approved before being used with students or staff. They called for a clear system or process for vetting tools.
Use only district-approved AI sources	The group recommended that the district identify vetted AI systems or services and clearly communicate which tools are acceptable for use.
Protect personally identifiable information	A major non-negotiable was that no personal information or student data should be entered into AI tools. Participants repeated this point strongly: no personal information, ever.
Create policies around data use and PII	Participants recommended a policy that clearly defines what systems or services PII may be entered into, and under what conditions, if any.
Provide staff training and annual refreshers	The group recommended training for faculty and staff, including yearly refreshers, so adults understand safe use, privacy expectations, and how to protect student information.
Protect academic integrity	The group emphasized strong academic integrity policies and clear expectations that students must learn first. AI should support learning, not replace knowledge, thinking, or student effort.

Question 2: Guardrails and Non-Negotiables continued

Major Themes:

Theme	What Participants Emphasized
Use AI to build on learning	Participants supported AI use when it helps students extend, check, or build upon learning, but not when it replaces learning.
Manage access to tools over time	Participants recommended blocking tools or services that are no longer approved, but only after communicating with users and giving them time to retrieve their data.
Acknowledge embedded AI tools	Participants noted that AI is already embedded in tools students use, such as Canva, which means guidance needs to address AI features inside existing platforms.

Connection to Surveys:

These focus group responses strongly reinforce the findings from both the staff survey and the student survey.

First, the focus group's emphasis on vetted tools and approved AI sources aligns directly with staff survey findings. Staff repeatedly asked for approved tools, clear guidance on acceptable platforms, and a transparent process for reviewing new technologies before classroom use. In the staff survey, only a small percentage felt confident that adequate structures were already in place to evaluate new technologies before classroom use. The focus group responses help clarify what staff are asking for: a formal vetting process, a clear approved-tool list, and communication when tools are added, removed, or blocked. Second, the focus group's concern about personally identifiable information and data privacy closely matches one of the strongest themes across the surveys. Staff identified unintentional data sharing, student data exposure, third-party data storage, and lack of clear district guidelines as major concerns. Students also showed awareness of privacy risks, with many recognizing that AI tools may collect or store information, while still needing clearer guidance about what information is safe to share. The focus group adds a firm non-negotiable: no personal information should be entered into AI tools unless the tool and use case have been approved.

Third, the focus group's focus on academic integrity and learning first aligns strongly with both staff and student responses. Staff identified academic integrity as one of the top district risks and expressed concern about students using AI to complete assignments or bypass learning. Students also acknowledged that AI can be used to cheat, but many emphasized that AI can also help them understand, brainstorm, study, and check their work. The focus group's language — AI should be used to build upon learning, not replace it — provides a useful bridge between staff concerns and student perspectives.

Question 2: Guardrails and Non-Negotiables continued

Connection to Surveys continued:

Fourth, the recommendation for grade-level access and expectations extends the survey findings in an important way. Staff expressed concern that students need explicit instruction and that guidance should be developmentally appropriate. Students reported that expectations vary by class and that they want clearer rules. The focus group offers a possible structure: restrict access for younger students, teach responsible use in middle grades, and provide more purposeful learning access in high school.

Finally, the focus group's emphasis on training and annual refreshers fits with staff survey results showing strong interest in professional learning on responsible AI use, privacy, cybersecurity, policy guidance, and practical classroom applications. It also connects to the student survey, where students repeatedly said adults need to understand how students actually use technology and should provide clearer expectations rather than simply assuming misuse.

Summary:

Focus group participants identified several important safeguards and non-negotiables for AI and emerging technology use. The strongest themes were tool vetting, data privacy, academic integrity, staff training, and developmentally appropriate access. Participants emphasized that the district should have a formal process for reviewing and approving AI tools before they are used with students or staff. They also recommended that the district clearly identify which AI systems and services are approved for use, and that tools no longer approved should be blocked after clear communication and time for users to retrieve their data.

Data privacy was one of the clearest non-negotiables. Participants repeatedly emphasized that students and staff should never enter personal information or personally identifiable information into AI tools unless the system has been specifically approved for that purpose. They recommended creating a clear policy that defines what types of information may be entered into which systems, along with training on how to protect personally identifiable information.

Academic integrity and student learning were also central concerns. Participants emphasized that students need to know how to learn first and that AI should be used to build upon learning rather than replace it. The group recommended strong academic integrity policies, clear grade-level expectations, and explicit guidance on appropriate use. Their suggested grade-banded approach included no access for K–5 students, learning how to use AI tools responsibly in grades 6–9, and more purposeful access for learning in grades 10–12.

Overall, the focus group responses suggest that the district should develop safeguards that are clear, practical, and enforceable. Participants want AI to be used only with appropriate protections in place: vetted tools, privacy rules, staff training, academic integrity expectations, and age-appropriate access.

Question 3: Roles and Responsibilities

What roles should students, teachers, administrators, technology staff, families, and district leaders play in helping AI and emerging technologies be used responsibly?

This question helps clarify ownership, accountability, communication, and implementation. It also prevents AI guidance from becoming "just a teacher issue" or "just a technology issue."

Responses:

The responses suggest that participants believe the district's AI work should be a shared responsibility involving district leaders, administrators, IT staff, teachers, students, and families. The strongest message was that the district should not simply create a written policy and distribute it. Instead, participants want a collaborative process that includes stakeholder input, clear expectations, ongoing professional learning, family education, and student involvement.

Major Themes:

Theme	What Participants Emphasized
Create a district committee with all stakeholders	Participants recommended forming a district committee that includes multiple perspectives. They emphasized that all stakeholders should be involved in shaping policies, guidelines, and expectations.
Support students through explicit instruction.	Participants said students need to learn how to use AI appropriately, check AI outputs, think first, question information, and understand the value of their own work.
Include students in creating expectations	Several responses emphasized that students should be involved in creating expectations and asked whether AI can be used on assignments. This suggests a desire for student voice and shared ownership.
Clarify teacher and staff expectations	Participants asked for clear staff expectations, including whether and how AI can be used for key projects and assignments. They also noted that teachers may need to teach students how to use AI even if students already know more about the tools.
Clarify assignment-level expectations.	The group emphasized consistency and clear guidelines for assignments, including whether AI is allowed and under what conditions.

Question 3: Roles and Responsibilities continued

Major Themes:

Theme	What Participants Emphasized
Define the role of IT and technology staff.	Participants identified technology staff as important partners in restricting problematic AI tools and supporting approved tools.
Educate families	Participants recommended parent/family PD so families can understand the pros and cons of AI, support teacher expectations, and reinforce responsible use at home.
Promote balance and authentic learning	Participants emphasized finding a balance with technology, teaching the value of students' own work, and helping students distinguish AI-supported writing from authentic writing.

Connection to Surveys:

These focus group responses strongly align with the major findings from both the staff and student surveys.

First, the focus group's call for a district committee and stakeholder involvement builds directly on the survey results showing that staff and students want clarity, consistency, and shared expectations. Staff repeatedly asked for clear district guidance, approved tools, and formal guidelines. Students also indicated that AI should be allowed with clear rules or only for certain assignments, which reinforces the need for a shared framework rather than inconsistent classroom-by-classroom expectations.

Second, the focus group's emphasis on professional development aligns closely with the staff survey. Staff identified professional learning needs around responsible AI use, practical classroom applications, data privacy, policy guidance, ethical use, and digital citizenship. The focus group adds an important implementation point: a written policy alone will not be enough. Staff need training, examples, and ongoing support.

Third, the focus group's recommendation for student instruction and student involvement connects strongly to the student survey. Students reported that they use AI for explaining difficult concepts, brainstorming, homework help, study guides, research, and writing support. They also said they want adults to understand that AI is not always used for cheating. The focus group response that students should "think first," "check AI," and "use it appropriately" fits well with the student survey theme that AI should support learning without replacing student thinking.

Question 3: Roles and Responsibilities continued

Connection to Surveys:

Fourth, the focus group's emphasis on families extends the survey findings in an important way. Student survey results showed that much AI use happens at home or on personal devices. This means families need to understand district expectations, privacy risks, academic integrity concerns, and productive uses of AI. The focus group's recommendation for parent PD or family guidance helps address the gap between school-based expectations and home-based access.

Finally, the focus group's concern with authentic work and academic integrity reflects one of the strongest themes across both surveys. Staff were highly concerned about academic integrity and student misuse. Students also acknowledged concerns about cheating, unfair advantages, and over-reliance. The focus group language around teaching students the value of their own work and distinguishing AI writing from authentic writing provides a useful foundation for student-facing guidance.

Summary:

Focus group participants emphasized that the district's approach to AI and emerging technology should be collaborative, consistent, and supported by ongoing learning. They recommended creating a district committee that includes all stakeholder groups to help review processes, develop guidelines, and create a shared framework for responsible AI use. Participants stressed that the district should not simply distribute written guidelines; staff, students, and families need training, examples, and ongoing support to understand and apply the guidance.

A strong theme was the need to define roles and expectations clearly. District leaders and administrators should establish policies and frameworks, while IT staff should help vet tools, restrict unsafe platforms, and support approved tools. Teachers need guidance on how to teach students to use AI responsibly, and students need explicit instruction on how to think first, check AI outputs, question information, and use AI appropriately. Participants also emphasized that students should understand the value of their own work and should be involved in creating expectations for AI use.

Families were also identified as important partners. Participants suggested that parents and caregivers need professional learning or guidance so they can understand the benefits and risks of AI, support teacher expectations, and help reinforce responsible use outside of school. Overall, the focus group responses point to the need for a districtwide, multi-stakeholder approach that combines the guidelines, training, student instruction, family communication, technology safeguards, and consistent assignment-level expectations.

Question 4: Supports for Implementation

What training, tools, communication, or ongoing supports would people need to follow district AI guidelines consistently and confidently?

This question probes professional learning, approved tools, student lessons, family communication, role-specific guidance, and how to keep expectations current.

Responses:

The responses suggest that participants believe successful AI implementation will require ongoing, district-specific support for every stakeholder group, not a one-time training or a static written policy. The group emphasized the need for professional learning, approved tools, student instruction, family engagement, regular communication, and a standing committee to keep guidance current as AI tools and practices evolve.

Major Themes:

Theme	What Participants Emphasized
Ongoing professional learning for all groups	Participants emphasized that training should happen at all levels, including administrators, faculty and staff, students, and families. They stressed that PD should be ongoing, district-specific, and updated regularly.
Student-centered learning and leadership	The group identified students as both learners and partners. They recommended student-centered PD, coursework, and opportunities for students to serve as leaders in responsible AI use.
Family education and engagement	Participants noted that families need support and education, so they understand district expectations, AI risks, and productive uses of AI outside of school.
Districtwide committee or coalition	A recurring recommendation was to create a committee or coalition with representation from parents, students, teachers, administrators, and other stakeholders. This group would review protocols, guidelines, and policies; provide PD; and share regular updates.
Regular communication and updates	Participants suggested a quarterly technology newsletter, monthly faculty meeting discussions, and regular updates so AI expectations stay current and responsive to trends.
Technology access and safeguards	Participants mentioned updated devices, access to high-leverage materials, and blocks on district devices as part of the needed support structure.

Question 4: Supports for Implementation continued

Major Themes:

Theme	What Participants Emphasized
Foundational AI literacy	The question "How does AI learn?" suggests that participants want training that goes beyond rules and includes basic AI literacy, so people understand how these tools work, why they behave as they do, and where their limits are.

Connection to Surveys:

These focus group responses strongly reinforce and extend the findings from both the staff and student surveys.

First, the focus group's emphasis on ongoing professional development directly aligns with the staff survey. Staff identified professional learning needs around responsible AI use, practical classroom applications, data privacy and cybersecurity, policy and compliance guidance, ethical and bias considerations, and digital citizenship. The focus group adds that this learning should not be a one-time event; it should be ongoing, district-specific, and reinforced throughout the year.

Second, the recommendation for clear guidelines and reusable resources aligns with one of the strongest staff survey findings: staff want formal, supportive guidance. Staff reported that current policies are often unclear or that they are not aware of any guidance. The focus group's call for a reusable written guide, quick refreshers, tips and tricks, and regular discussion at faculty meetings gives the district a practical way to respond to that need.

Third, the focus group's call for official approved AI tools directly connects to staff concerns about data privacy, third-party storage, unintentional data sharing, and uncertainty about which tools are safe. It also connects to the student survey, where students reported using a wide range of tools, including ChatGPT, Gemini, Canva, Grammarly, Copilot, NotebookLM, and others. An approved-tool list would help reduce confusion and support safer, more consistent use.

Fourth, the emphasis on student-centered learning and student leadership fits closely with the student survey. Students said AI can help them understand difficult concepts, brainstorm ideas, create study guides, and support learning, but they also asked adults not to assume that all AI use is cheating. Involving students as partners would honor their lived experience while also helping them develop responsible-use habits.

Question 4: Supports for Implementation continued

Connection to Surveys:

Fifth, the focus group's recommendation for family education and engagement is especially important because the student survey showed that many students access AI tools at home or on personal devices. This means school-based rules alone will not be enough. Families need clear communication about academic integrity, privacy, approved tools, and how AI can support learning without replacing student effort.

Finally, the focus group's emphasis on regular updates and a standing committee addresses a major challenge reflected throughout the surveys: AI is changing quickly, and expectations need to keep pace. Staff and students both described uncertainty, inconsistency, and evolving use patterns. A standing committee, quarterly newsletter, monthly faculty discussions, and yearly updated PD would help keep the district's guidance current and responsive.

Summary:

Focus group participants emphasized that district AI guidelines will only be effective if they are supported by ongoing training, communication, approved tools, and stakeholder engagement. They recommended professional learning for administrators, faculty, staff, students, and families, with training that is district-specific, updated yearly, and reinforced throughout the year. Participants made it clear that one opening-day training or a written policy would not be enough. AI is evolving quickly, so expectations should be revisited regularly through faculty meetings, refreshers, newsletters, and ongoing updates.

The group also emphasized the need for a districtwide committee or coalition with representation from all stakeholder groups, including students, families, teachers, and administrators. This group could review policies, update protocols, identify trends, support professional learning, and help keep guidance current. Participants also called for clear written guidance, reusable resources, quick tips, and an official list of approved AI tools so staff and students know what is permitted and what is not.

Student learning and student leadership were also important themes. Participants recommended student-centered professional learning, coursework, and opportunities for students to serve as partners or leaders in responsible AI use. They also noted that students need to understand how AI works, how to use it appropriately, and how expectations may differ by age or grade level. Family education and engagement were also identified as essential, especially because students often access AI tools at home or on personal devices.

Overall, the focus group responses suggest that consistent and confident implementation will require more than policy. It will require a living support system: ongoing professional learning, clear communication, approved tools, age-appropriate expectations, student and family education, technology safeguards, and a committee that meets regularly to review and update the district's approach.

Debrief Question: Actionable Feedback

If the district could only focus on one or two priorities related to AI next year, what should they be?

This question leaves the focus group with clear, actionable next steps rather than only broad feedback.

The responses were highly consistent. Participants identified two clear priorities for next year: develop clear districtwide AI guidelines/policies and provide ongoing training/professional learning for all stakeholders. Several responses also pointed to the need for a districtwide committee, an approved tool or common platform, and a longer-term roadmap for how AI should be used across grade levels, roles, and content areas.

Summary of Closing Focus Group Responses:

When asked, **"If the district could only focus on one or two priorities related to AI next year, what should they be?"**, the closing responses provide a clear action-oriented direction for next year. The district should focus on:

1. *Developing clear AI guidelines, expectations, or policy for all stakeholders*
2. *Providing consistent, ongoing AI training and support for staff, students, and families*

A strong next step would be to create a district technology leadership team that supports the work building a practical roadmap, identifying approved tools, messaging clear expectations, and co-developing appropriate professional learning. This would respond directly to the strongest themes across the data: clarity, consistency, privacy, academic integrity, responsible use, and support.

Priorities:

#1: Clear guidelines, expectations, or policy
Nearly every response called for clear districtwide guidance. Participants used terms such as policy, framework, guidelines, expectations list, roadmap, and definitive policy. The common message was that all stakeholders need a shared understanding of what is allowed, what is not allowed, and how AI should be used responsibly.

#2: Ongoing training and professional learning
Training was the other dominant priority. Participants emphasized that professional learning should be for all users, including teachers, staff, administrators, students, and families. They also stressed that training should be ongoing, consistent, and practical rather than a one-time session to help al groups understand how to use AI appropriately and confidently.

Debrief Question: Actionable Feedback continued

Additional recurring priorities:

- Districtwide Technology Leadership Team

Several participants recommended creating a committee or coalition to help develop the guidelines, review technologies, support implementation, and keep guidance current.

- Common tools and approved platforms

One response specifically recommended adopting one tool to use across the district. This aligns with the broader theme of creating consistency and reducing confusion around which tools are approved.

- Roadmap for grade-level and instructional use

Participants recommended creating a roadmap that clarifies how AI should be used across the district, including grade-band expectations and content-area examples.

Staff Survey Results

1. What is your primary role in the district?

87 responses

Role	Number of Responses	Approx. Percentage
Teacher	55	63%
Support Staff	18	21%
Special Education Staff	8	9%
Content Leader / Department Chair	3	3%
Building Administrator	2	2%
District Administrator	1	1%
Library Media Specialist	1	1%
Aide / Teacher Aide	2	2%

Summary & Findings:

Most respondents identified as teachers, making up nearly two-thirds of the staff survey participants. Support staff represented the next largest group, accounting for about one-fifth of responses. Special education staff were also represented, along with smaller numbers of administrators, department/content leaders, aides, and a library media specialist. Overall, the responses reflect a survey sample that is heavily classroom-facing, with additional perspectives from support, leadership, and specialized instructional roles.

Overall, the respondent group provides a strong instructional perspective while also including voices from several support, leadership, and operational roles across the district.

2. What is your primary grade level band?

87 responses

Primary Grade Level Band	Number of Responses	Approx. Percentage
9–12	40	46%
3–5	19	22%
6–8	15	17%
Pre-K–2	13	15%
Total	**87**	**100%**

Summary & Findings:

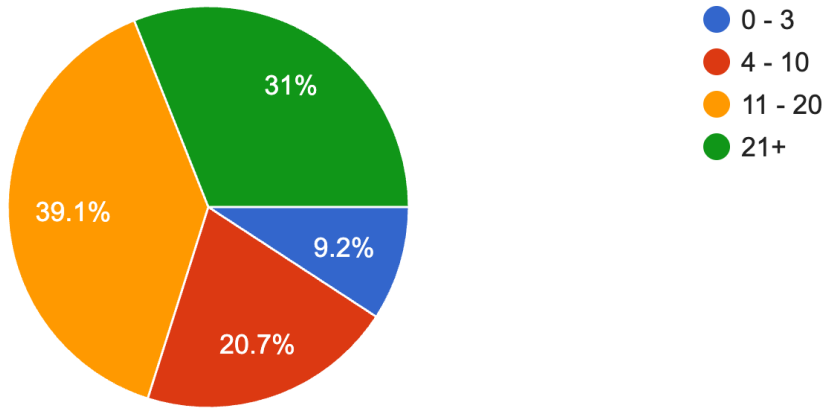
Of the 87 staff members who responded to the question, “What is your primary grade level band?”, the largest group identified grades 9–12 as their primary grade level band. This group represented 40 respondents, or approximately 46% of the total responses.

The next largest group was grades 3–5, with 19 respondents, representing about 22% of the survey participants. Grades 6–8 accounted for 15 responses, or approximately 17%, while Pre-K–2 represented 13 responses, or about 15%.

Overall, the responses show that the survey included perspectives from across all grade level bands, with the strongest representation from high school staff. Elementary and middle-level perspectives were also present, providing a broader view of how staff across developmental levels may be thinking about AI use in education.

3. How many years of experience do you have in education?

87 responses



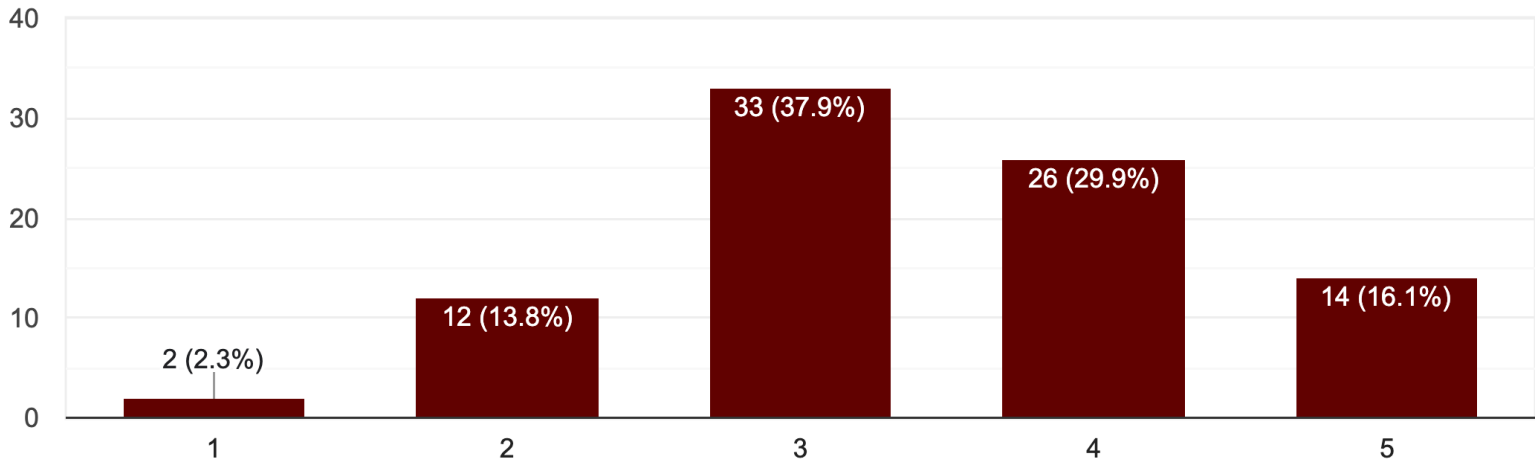
Summary & Findings:

The largest group of respondents had 11–20 years of experience, representing about 39% of all responses. The next largest group had 21 or more years of experience, making up about 31% of respondents. Staff with 4–10 years of experience represented about 21%, while those with 0–3 years of experience made up about 9%.

The staff survey respondents represent a highly experienced group of educators and school professionals. Approximately 70% of respondents have more than 10 years of experience in education, which means the results reflect perspectives from staff with substantial professional knowledge and long-term experience in schools.

4. How would you rate your understanding of generative AI tools (such as tools that can write, summarize, or create content)?

87 responses



Summary & Findings:

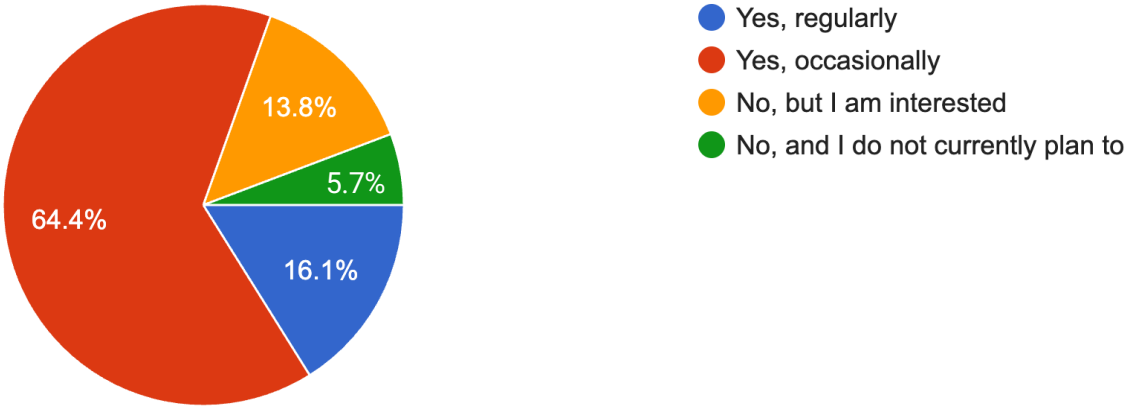
The largest group of respondents rated their understanding as a 3, suggesting that many staff members have a moderate or developing understanding of generative AI tools. The next largest group rated themselves as a 4, indicating that a substantial number of staff feel they have a solid understanding. Fewer respondents rated themselves at the highest level, 5, while a smaller group selected 2 or 1, indicating limited familiarity.

Overall, the responses suggest that staff understanding of generative AI is generally moderate to strong, with approximately 82% of respondents rating their understanding at a 3 or higher. At the same time, about 18% of respondents rated their understanding as a 1 or 2, which indicates that some staff may benefit from introductory professional learning focused on what generative AI is, how it works, and how it may apply to education.

The average rating was approximately 3.39 out of 5, suggesting that staff are not starting from scratch, but there is still room to build shared understanding, confidence, and common language around generative AI use in schools.

5. Have you used generative AI tools in your professional role?

87 responses



Summary & Findings:

The results show that most respondents have used generative AI in some capacity, with the largest group indicating that they use it occasionally. Specifically, 64.4%, or approximately 56 respondents, reported using generative AI tools occasionally in their professional role. Another 16.1%, or about 14 respondents, said they use these tools regularly.

Together, this means that approximately 80.5% of respondents have already used generative AI tools professionally, either occasionally or regularly. This suggests that generative AI is already present in staff practice, even if regular use is not yet widespread.

Overall, the responses suggest that staff are generally open to or already experimenting with generative AI tools. While only a smaller group uses AI regularly, the large percentage of occasional users points to a strong opportunity for professional learning focused on practical classroom, planning, communication, and workflow uses. The 13.8% who have not used AI but are interested represent an important readiness group, while the small percentage who do not currently plan to use AI may benefit from clear guidance, examples, safeguards, and opportunities to ask questions without pressure.

6. Have you used any of these AI tools? (Check all that apply)

87 responses

AI Tool / Response	Number of Mentions	Approx. Percentage of Respondents
ChatGPT	73	84%
Google Gemini	51	59%
Canva	48	55%
Brisk	46	53%
Grammarly	15	17%
NotebookLM	7	8%
Microsoft Copilot	5	6%
Claude	4	5%
Goblin / Goblin Tools	2	2%
MagicSchool AI	1	1%
None / I do not use these	4	5%
Interested but not yet using	1	1%
Personal use	1	1%

Summary & Findings:

Overall, the responses show that ChatGPT is by far the most commonly used AI tool, with approximately 84% of respondents indicating they have used it. Google Gemini, Canva, and Brisk also appear to be widely used, each selected or named by more than half of respondents. This suggests that staff are using a mix of general-purpose generative AI tools, education-focused tools, and content-creation platforms with AI features.

6. Have you used any of these AI tools? (Check all that apply)

87 responses

Summary & Findings continued:

The results also show that AI use is not limited to one platform. Many respondents reported using multiple tools, especially combinations of ChatGPT, Brisk, Google Gemini, and Canva. This indicates that staff may already be experimenting with AI for different professional purposes, such as lesson planning, writing support, content creation, summarization, feedback, or classroom workflow support.

At the same time, a small number of respondents indicated that they do not currently use these tools, and one respondent expressed some distrust while also noting curiosity. This suggests that while overall exposure to AI tools is high, there is still a need for clear guidance, practical examples, and conversations about responsible, safe, and effective use.

7. If you have used AI tools, how have you used them? (Select all that apply)

87 responses

AI Use Case	Number of Mentions	Approx. Percentage of Respondents
Lesson planning or instructional materials	51	59%
Differentiation or scaffolding	45	52%
Communication, such as emails or newsletters	44	51%
Professional productivity tasks	27	31%
Data analysis or administrative tasks	12	14%
I have not used AI tools / None	6	7%
Personal use	2	2%
Student project	1	1%
Translation tools	1	1%
Brainstorming ideas	1	1%
MTSS, SEL, attention, or behavior intervention plans	1	1%
Grammar checks	1	1%
Testing AI-generated student responses	1	1%

Summary & Findings:

Overall, the responses suggest that staff are most commonly using AI tools for instructional preparation and classroom support. The most frequently selected use was lesson planning or instructional materials, followed closely by differentiation or scaffolding and communication. This indicates that many educators are already using AI to support core professional tasks such as preparing lessons, adapting materials for student needs, and drafting or refining communication.

7. If you have used AI tools, how have you used them? (Select all that apply)

87 responses

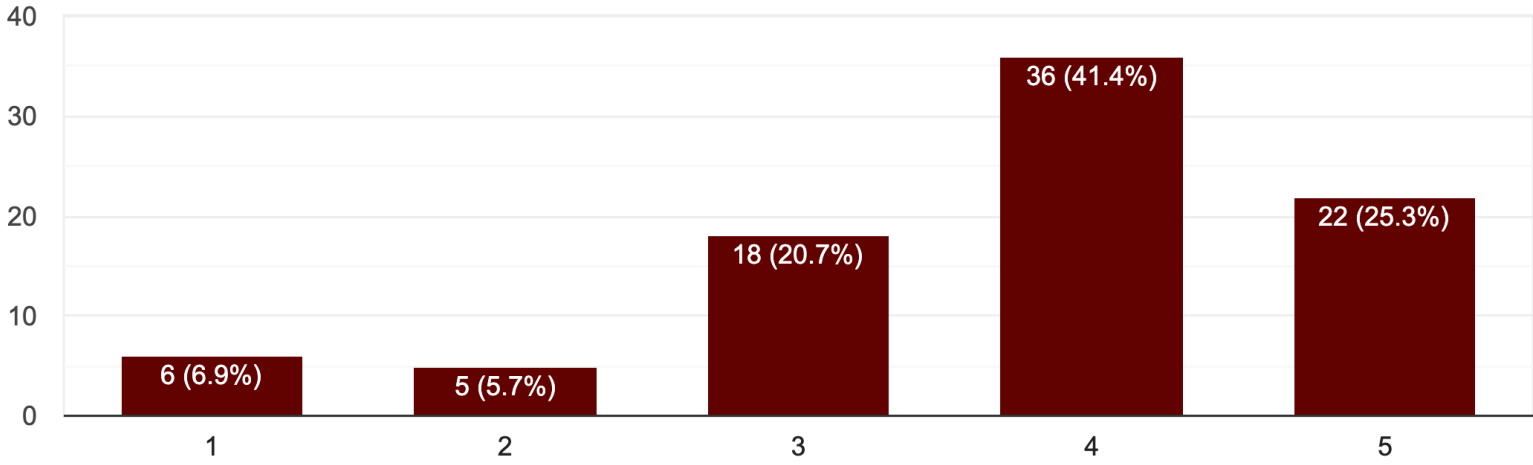
Summary & Findings continued:

A smaller but still notable group reported using AI for professional productivity tasks, suggesting that some staff are using AI to streamline workflow, organize ideas, summarize information, or save time on routine responsibilities. Fewer respondents reported using AI for data analysis or administrative tasks, which may indicate an area where additional training, examples, or safeguards would be helpful.

The open-ended responses also show some emerging or specialized uses, including translation support, brainstorming, grammar checks, MTSS/SEL behavior planning, student projects, and testing what AI-generated student responses might look like. At the same time, a small group indicated that they have not used AI tools, which reinforces the need for professional learning that supports both beginners and more experienced users.

8. How confident are you in understanding what student or district data should NOT be entered into AI tools?

87 responses



Summary & Findings:

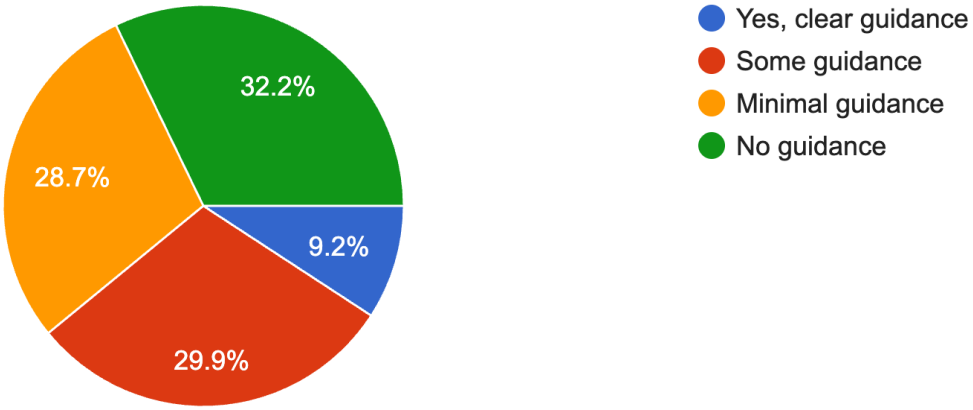
Overall, the responses suggest that many staff members feel reasonably confident about understanding what types of student or district data should not be entered into AI tools. The largest group of respondents, 36 staff members or 41.4%, rated their confidence as a 4, while another 22 respondents or 25.3% rated their confidence as a 5. Together, this means that approximately 66.7% of respondents reported high confidence in this area.

At the same time, 18 respondents or 20.7% selected a 3, suggesting that about one-fifth of staff may have a general understanding but could still benefit from clearer examples, shared guidelines, and practical decision-making support. A smaller group reported lower confidence, with 6 respondents or 6.9% selecting a 1 and 5 respondents or 5.7% selecting a 2. Combined, 12.6% of respondents indicated low confidence.

Taken together, the results suggest that while many staff members feel confident about protecting student and district data when using AI tools, there is still a need to build a more consistent, shared understanding across the district. Professional learning could focus on concrete examples of data that should not be entered into AI tools, such as personally identifiable student information, confidential records, assessment data, behavior or discipline information, health information, special education documentation, and internal district data. This would help move staff from general awareness to confident, consistent practice.

9. To your knowledge, have you received guidance on student data privacy related to AI or emerging technologies?

87 responses



Summary & Findings:

The responses suggest that staff guidance in this area has been uneven. The largest group, 32.2% of respondents, indicated that they have received no guidance on student data privacy related to AI or emerging technologies. Another 28.7% reported receiving only minimal guidance, while 29.9% indicated that they have received some guidance. Only 9.2% of respondents said they have received clear guidance.

Taken together, this means that approximately 60.9% of staff reported either no guidance or minimal guidance, while only a small percentage felt they had received clear direction. This finding points to an important opportunity for the district to strengthen communication, training, and shared expectations around AI-related data privacy.

Overall, the results suggest that while some staff may have had limited exposure to privacy guidance, there is not yet a consistent districtwide understanding of how student data privacy applies to AI and emerging technologies. Staff would likely benefit from clear, practical guidance that explains what types of information should not be entered into AI tools, how approved tools should be used, what safeguards are required, and where to go with questions before using a new AI-enabled platform.

10. What concerns do you have regarding data privacy and AI tools? (Select all that apply)

87 responses

Concern	Number of Mentions	Approx. Percentage of Respondents
Unintentional data sharing	57	66%
Lack of clear district guidelines	50	57%
Student data exposure	43	49%
Third-party data storage practices	39	45%
I have no concerns	11	13%
Teacher data exposure	1	1%
Cost of using AI to the district	1	1%
Spread of misinformation by AI	1	1%
Students using AI to complete assignments for them	1	1%
Ensuring staff do not use PII in AI platforms	1	1%

Summary & Findings:

Overall, the responses suggest that staff have significant concerns about how data privacy is managed when AI tools are used. The most frequently identified concern was unintentional data sharing, selected by approximately two-thirds of respondents. This indicates that many staff may be worried about accidentally entering sensitive student, staff, or district information into AI tools without fully understanding how that information may be stored, used, or shared.

The second most common concern was a lack of clear district guidelines, identified by more than half of respondents. This aligns closely with earlier survey results showing that many staff reported receiving either minimal or no guidance on student data privacy related to AI or emerging technologies. Together, these findings suggest a strong need for clear expectations, practical examples, and shared decision-making protocols.

10. What concerns do you have regarding data privacy and AI tools? (Select all that apply)

87 responses

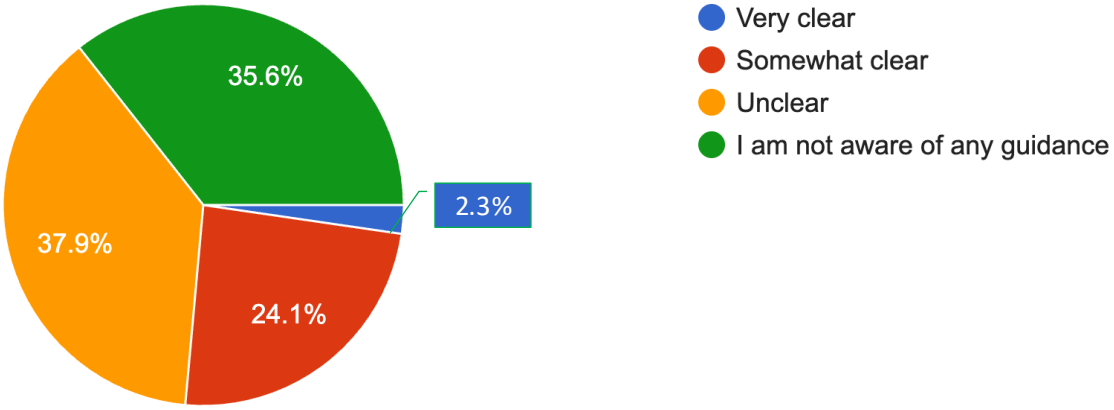
Summary & Findings continued:

Concerns about student data exposure and third-party data storage practices were also common. This suggests that staff are thinking not only about what they personally enter into AI tools, but also about where that data may go, who may have access to it, and whether outside platforms are handling information appropriately.

A smaller group, about 13%, indicated that they have no concerns. However, the overall pattern shows that most respondents do have privacy-related questions or worries. The open-ended responses also raised additional issues, including teacher data exposure, cost, misinformation, student academic integrity, and the need to ensure that personally identifiable information is not used in AI platforms. Taken together, the results point to a clear opportunity for the district to provide practical AI privacy guidance that is specific, scenario-based, and easy for staff to apply in their daily work.

11. How clear are current district policies regarding the use of AI or emerging technologies?

87 responses



Summary & Findings:

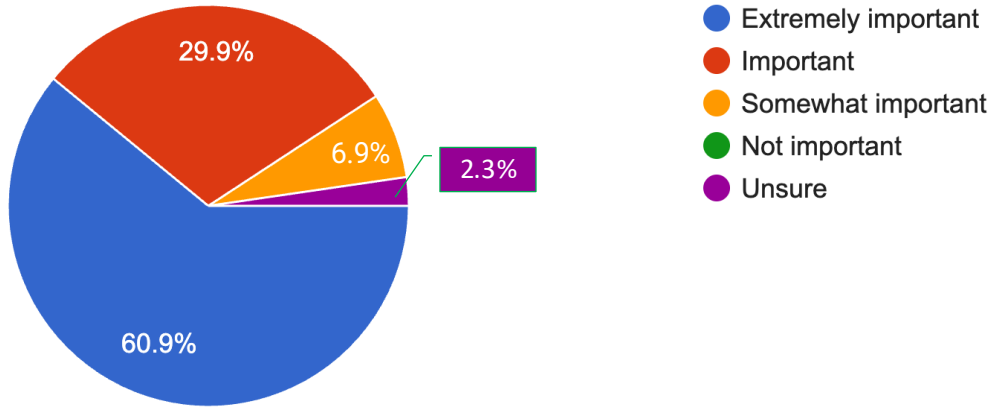
The responses suggest that current district policies are not yet widely understood or visible to staff. The largest group, 37.9% of respondents, indicated that district policies are unclear. Another 35.6% reported that they are not aware of any guidance. Taken together, approximately 73.5% of staff either find the current policies unclear or are unaware of guidance altogether.

A smaller group, 24.1%, described current policies as somewhat clear, suggesting that some staff may have partial understanding but may still need additional clarification, examples, or consistent communication. Only 2.3% of respondents indicated that current policies are very clear.

Overall, the results point to a significant need for clearer, more visible district guidance around AI and emerging technologies. Staff would likely benefit from a concise policy overview, practical “do and do not” examples, approved-use expectations, privacy safeguards, and clear points of contact for questions. This finding also reinforces earlier survey themes showing that staff are concerned about unintentional data sharing, student data exposure, and the lack of clear district guidelines.

12. How important is it for the district to establish formal guidelines for AI and emerging technology use?

87 responses



Summary & Findings:

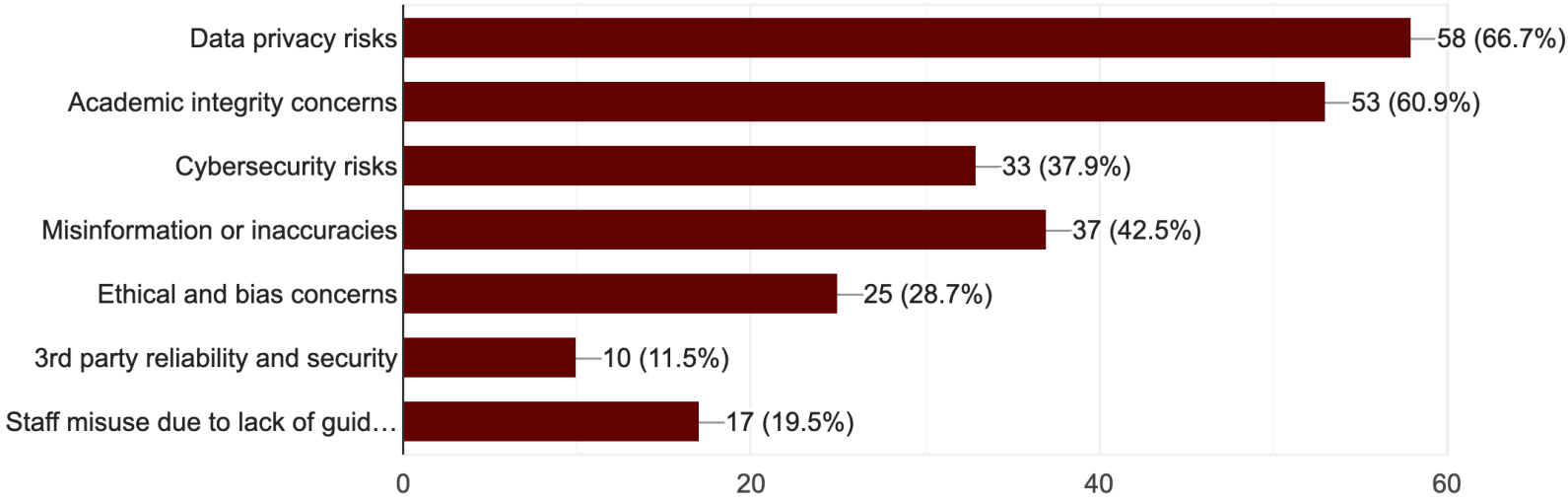
The responses show strong support for the district establishing formal guidelines. Most respondents, 60.9%, indicated that formal guidelines are extremely important. Another 29.9% rated them as important. Combined, this means that approximately 90.8% of staff members believe formal guidance is either important or extremely important.

A smaller group, 6.9%, indicated that guidelines are somewhat important, while 2.3% were unsure. Notably, no respondents indicated that formal guidelines are not important.

Overall, the results suggest a clear readiness and need for district-level guidance around AI and emerging technology use. Staff appear to recognize that these tools are already entering professional practice and that shared expectations are needed to support responsible, consistent, and safe use. This finding also aligns with earlier survey results showing that many staff are either unclear about current policies or unaware of existing guidance, while also expressing concerns about data privacy, student data exposure, and unintentional data sharing.

13. What risks do you believe the district should prioritize? (Select up to 3)

87 responses



Summary & Findings:

Overall, the responses suggest that staff believe the district should prioritize data privacy risks above all other concerns. Approximately two-thirds of respondents selected data privacy, indicating strong awareness that AI and emerging technologies may create new risks related to student information, district data, and responsible use.

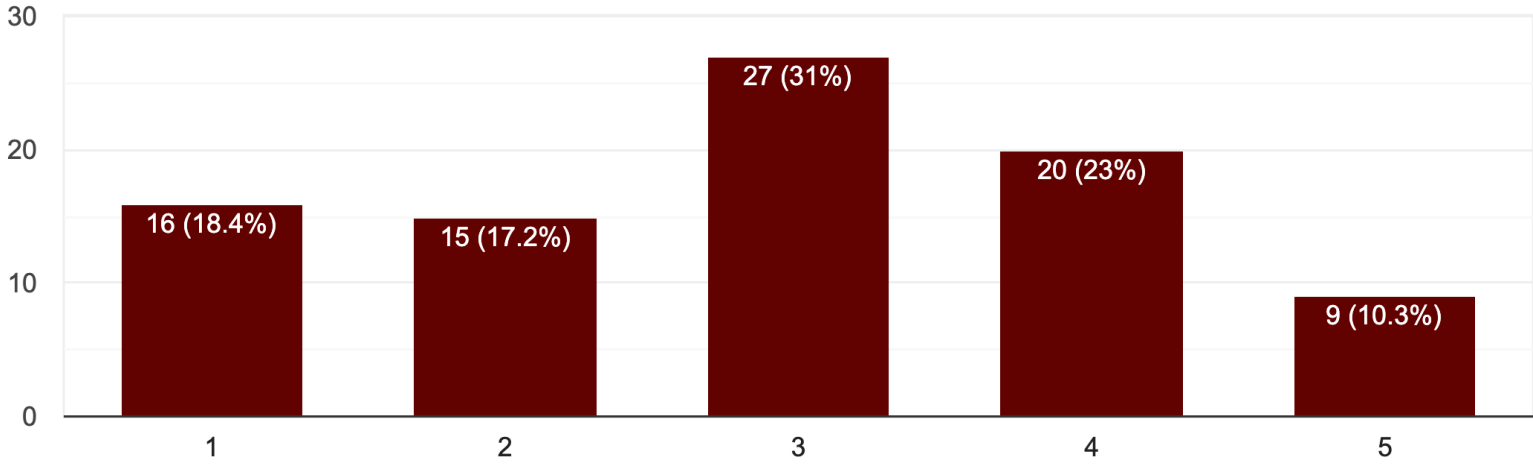
The second-highest concern was academic integrity, selected by approximately 61% of respondents. This suggests that staff are also concerned about how AI tools may affect student work, originality, assessment practices, and expectations for appropriate use.

Other frequently identified priorities included misinformation or inaccuracies and cybersecurity risks. These responses suggest that staff are thinking not only about whether AI tools are useful, but also about whether their outputs can be trusted and whether the tools introduce security concerns for the district.

A smaller but still meaningful group selected ethical and bias concerns, staff misuse due to lack of guidance, and third-party reliability and security. Taken together, the results point to a clear need for district guidelines that address privacy, academic integrity, accuracy, cybersecurity, ethical use, and practical staff decision-making.

14. How comfortable do you feel guiding students on the ethical use of AI?

87 responses



Summary & Findings:

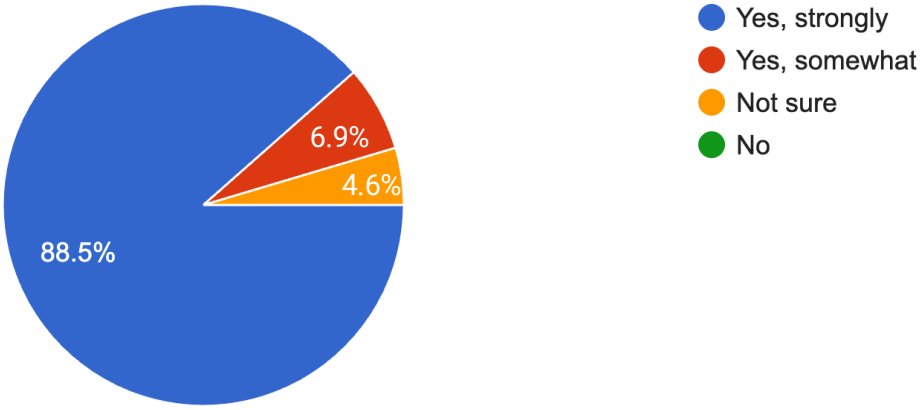
The results suggest that staff comfort in guiding students on ethical AI use is still developing. The largest group of respondents, 27 staff members or 31%, rated their comfort level as a 3, indicating a moderate level of comfort. Another 20 respondents or 23% rated their comfort as a 4, while 9 respondents or 10.3% selected a 5, meaning about 33.3% of respondents feel highly comfortable guiding students in this area.

At the same time, a notable portion of staff reported lower comfort levels. 16 respondents or 18.4% rated their comfort as a 1, and 15 respondents or 17.2% rated it as a 2. Combined, approximately 35.6% of staff indicated low comfort with guiding students on ethical AI use.

Overall, the responses show that while some staff feel prepared to support students in using AI responsibly, many are still unsure or only moderately comfortable. This suggests a need for professional learning focused on practical classroom guidance, including how to talk with students about appropriate AI use, academic integrity, bias, misinformation, citation or disclosure expectations, and the responsible use of student data. Clear district guidelines, student-facing examples, and shared language would likely help staff feel more confident and consistent when guiding students.

15. Do you believe students need explicit instruction on responsible AI and technology use?

87 responses



Summary & Findings:

The results show very strong agreement that students need direct instruction in this area. A large majority of respondents, 88.5%, answered “Yes, strongly.” Another 6.9% responded “Yes, somewhat.” Combined, this means that approximately 95.4% of staff members believe students need explicit instruction on responsible AI and technology use.

Only 4.6% of respondents were not sure, and no respondents answered “No.” This suggests broad staff consensus that responsible AI and technology use should not be left to chance or assumed to develop on its own.

Overall, the responses indicate strong support for student-facing guidance, lessons, and shared expectations around AI use. Staff appear to recognize that students need help understanding not only how to use AI tools, but also when and why to use them responsibly. Instruction could include topics such as academic integrity, privacy, misinformation, bias, appropriate citation or disclosure, and the difference between using AI as a support tool versus using it to replace original thinking.

16. What concerns do you have about student use of AI tools? (Select all that apply)

87 responses

Concern	Number of Mentions	Approx. Percentage of Respondents
Academic integrity / cheating	75	86%
Over-reliance on technology	71	82%
Misinformation or bias	55	63%
Privacy and data sharing	37	43%
Equity and access concerns	20	23%
I have minimal concerns	2	2%

Summary & Findings:

Overall, the responses show that staff have strong concerns about student use of AI tools, especially related to academic integrity and over-reliance on technology. The most frequently selected concern was academic integrity/cheating, identified by approximately 86% of respondents. This suggests that staff are worried about students using AI to complete work for them, bypass original thinking, or blur the line between appropriate support and dishonest use.

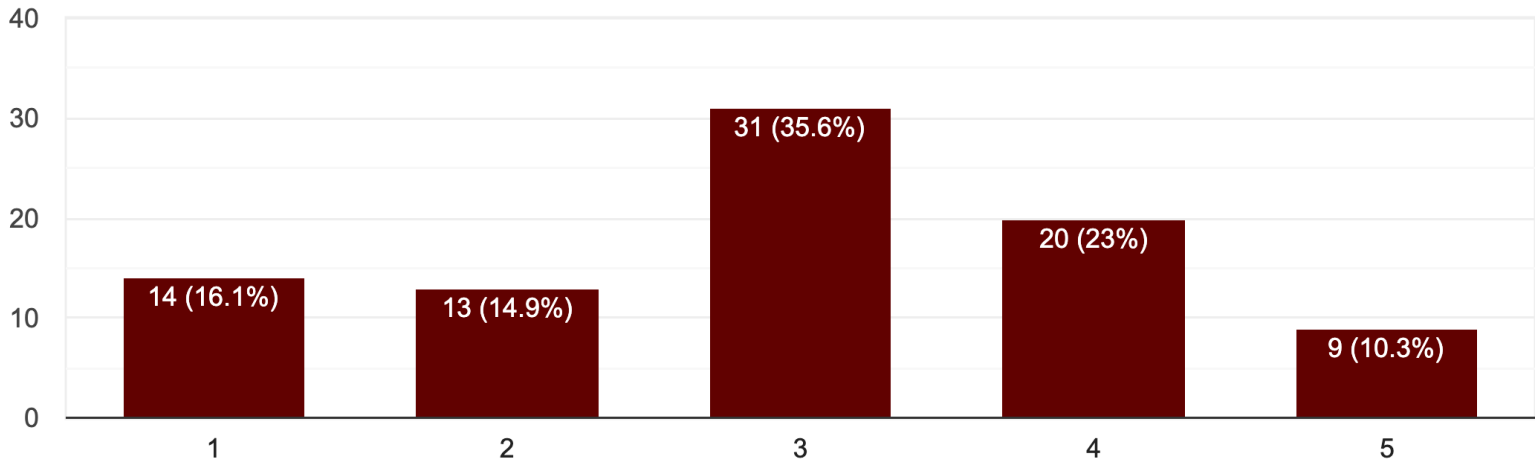
The second most common concern was over-reliance on technology, selected by approximately 82% of respondents. This indicates that many staff are concerned that students may become too dependent on AI tools and may not fully develop important skills such as problem solving, writing, critical thinking, creativity, and independent learning.

Most respondents also identified misinformation or bias as a concern. This suggests that staff recognize the need for students to understand that AI-generated content is not always accurate, fair, or reliable. Privacy and data sharing was also a notable concern, reinforcing the need for student-facing guidance about what information should never be entered into AI tools.

The open-ended comments added several important themes, including concern that students may “cheat themselves out of the opportunity to learn,” difficulty distinguishing between responsible AI use and cheating, concern about AI as a possible cognitive inhibitor, and worry that students may not develop problem-solving skills if AI is used as a shortcut. Taken together, the results suggest a strong need for explicit instruction, clear expectations, and practical examples that help students understand when AI use is appropriate, when it is not, and how to use AI in ways that support rather than replace learning.

17. How prepared do you feel to respond if an AI tool provided inaccurate or inappropriate content to students?

87 responses



Summary & Findings:

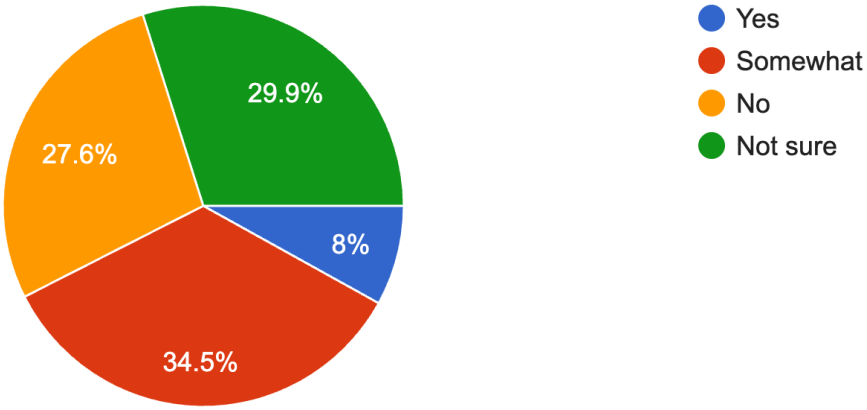
The results suggest that staff preparedness in this area is mixed, with many respondents falling in the middle of the scale. The largest group, 31 respondents or 35.6%, rated their preparedness as a 3, indicating a moderate level of readiness. Another 20 respondents or 23% selected a 4, and 9 respondents or 10.3% selected a 5, meaning that about 33.3% of staff feel well prepared to respond to inaccurate or inappropriate AI-generated content.

At the same time, a notable portion of staff reported lower levels of preparedness. 14 respondents or 16.1% selected a 1, and 13 respondents or 14.9% selected a 2. Combined, approximately 31% of respondents indicated that they do not feel well prepared to respond in this type of situation.

Overall, the responses suggest that while some staff feel confident handling inaccurate or inappropriate AI-generated content, many would benefit from clearer guidance and practical response protocols. The average rating was approximately 3.0 out of 5, showing that staff are generally in the early stage of readiness. This points to a need for professional learning focused on how to evaluate AI-generated content, identify misinformation or bias, respond when students encounter problematic outputs, and use consistent reporting or escalation procedures when needed.

18. Do you feel the district has adequate structures in place to evaluate new technologies before classroom use?

87 responses



Summary & Findings:

The responses suggest that staff are uncertain that adequate technology review structures are currently in place. The largest group, 34.5% of respondents, indicated that the district somewhat has structures in place, suggesting partial confidence but also a need for greater clarity or consistency. Another 29.9% were not sure, which may indicate that existing review processes are not widely understood or visible to staff.

In addition, 27.6% of respondents answered no, meaning more than one-quarter of staff do not believe adequate structures are currently in place. Only 8% of respondents answered yes, indicating that a relatively small portion of staff feel confident that the district has a clear process for evaluating new technologies before classroom use.

Overall, the results point to a need for a more transparent and consistent technology evaluation process. Staff would likely benefit from clear guidance on how new tools are reviewed, who is responsible for approval, what privacy and security criteria are used, and how teachers can request or vet tools before using them with students. This finding also aligns with earlier survey themes around the need for formal guidelines, stronger data privacy guidance, and clearer safeguards for AI and emerging technologies.

19. What type of professional learning would be most helpful? (Select all that apply)

87 responses

Professional Learning Topic	Number of Mentions	Approx. Percentage of Respondents
Responsible use of AI in instruction	63	72%
Practical classroom applications	61	70%
Data privacy and cybersecurity awareness	42	48%
Policy and compliance guidance	41	47%
Ethical and bias considerations	35	40%
Digital citizenship integration	27	31%
I do not feel I need training	5	6%

Summary & Findings:

Overall, the responses show strong interest in professional learning that is both instructional and practical. The most frequently selected topic was responsible use of AI in instruction, identified by approximately 72% of respondents. This suggests that staff want support understanding how AI can be used appropriately, ethically, and effectively within teaching and learning.

The second most common response was practical classroom applications, selected by approximately 70% of respondents. This indicates that staff are looking for concrete examples, usable strategies, and classroom-ready ideas rather than only broad overviews of AI. Together, these top two responses suggest that professional learning should help staff connect responsible AI use directly to everyday instructional practice.

19. What type of professional learning would be most helpful? (Select all that apply)

87 responses

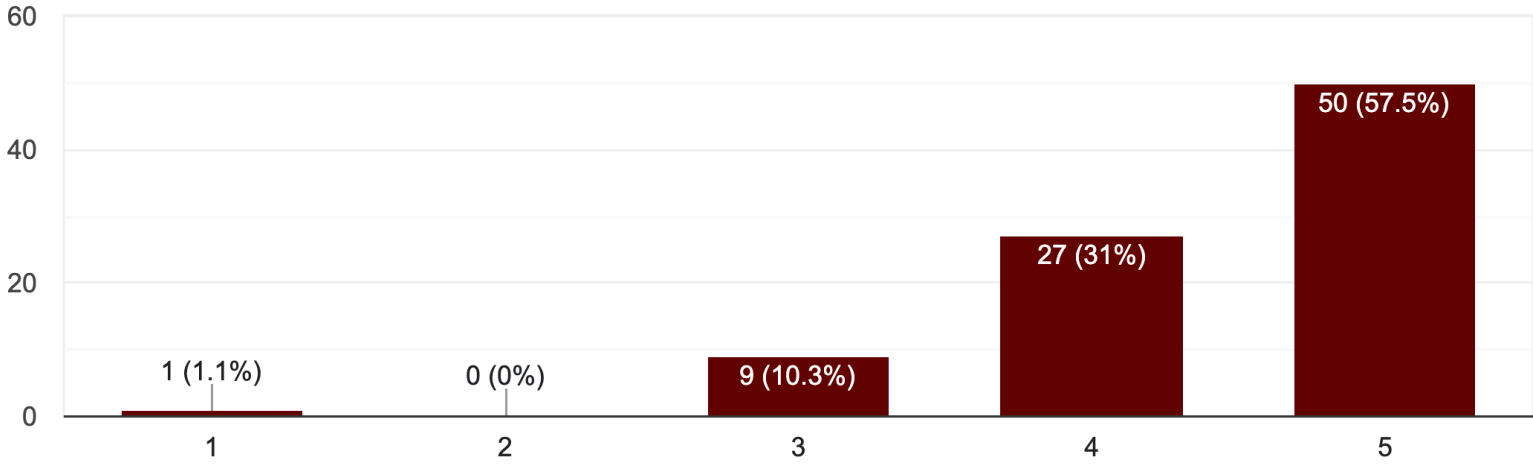
Summary & Findings continued:

There was also meaningful interest in data privacy and cybersecurity awareness and policy and compliance guidance, each selected by nearly half of respondents. This aligns with earlier survey findings showing concern about student data exposure, lack of clear guidance, and uncertainty about what information should not be entered into AI tools.

In addition, ethical and bias considerations and digital citizenship integration were selected by a notable portion of respondents, suggesting that staff also want help preparing students to use AI thoughtfully and responsibly. Only a small group indicated that they do not feel they need training. Overall, the results point to a clear need for professional learning that combines practical classroom use, responsible instructional practice, privacy safeguards, district policy expectations, and student digital citizenship.

20. How important is it that the district provide clear, supportive (not punitive) guidance on AI use?

87 responses



Summary & Findings:

The results show very strong support for clear and supportive district guidance. The largest group of respondents, 50 staff members, selected a 5, indicating that they view this as extremely important. Another 27 respondents selected a 4, meaning that 77 out of 87 respondents, or approximately 88.5%, rated supportive AI guidance as highly important.

A smaller group of 9 respondents, or 10.3%, selected a 3, suggesting that they see this guidance as moderately important. Only 1 respondent, or 1.1%, selected a 1, and no respondents selected a 2. This indicates that there is very little opposition to the district providing guidance in this area.

The average rating was approximately 4.44 out of 5, which further reinforces that staff place a high value on district guidance that is clear, practical, and supportive rather than punitive.

Overall, the responses suggest that staff want direction, but they also want that direction to feel constructive and usable. This finding aligns closely with earlier survey themes showing that staff are interested in formal guidelines, responsible use, data privacy, policy clarity, and practical classroom applications. Taken together, the results point to a strong need for guidance that helps staff make informed decisions, ask questions, use AI responsibly, and support students without creating a culture of fear or punishment.

21. What would help you feel more confident using Generative AI tools responsibly in your role?

Summary & Findings:

The responses show that staff would feel more confident using generative AI responsibly if they had clear district guidance, practical professional learning, approved tools, and support for student expectations and academic integrity. Many respondents emphasized that they are currently relying on their own judgment and would benefit from more consistent direction from the district. See the major themes that emerged below:

Theme	Summary of Responses
Clear district guidelines and expectations	This was one of the strongest themes. Staff asked for clear, concise guidance on what is allowed, what is not allowed, which platforms are approved, how AI may be used by teachers and students, and how privacy expectations should be applied.
Professional development and training	Many respondents requested professional development, tutorials, webinars, in-district training, conferences, and training from someone with AI expertise. Staff want learning opportunities that are practical and role-specific.
Practical classroom applications	Respondents want concrete examples of how AI can be used responsibly in instruction. Several asked for demonstrations of AI use in specific content areas, grade levels, or classroom contexts.
Data privacy and compliance guidance	Staff want more clarity about privacy risks, Ed Law 2-d compliance, and what types of student or district data should not be entered into AI tools. Some specifically asked for access only to tools that have been reviewed and approved by the district.
Approved tools and consistent access	Some respondents noted that they would feel more confident if the district provided access to approved AI tools or subscriptions. Others asked for a curated resource that identifies which AI tools are appropriate for different purposes.
Student use, academic integrity, and enforcement	Several responses focused on the need for clear student expectations, responsible-use instruction, consequences for misuse, and tools or processes to help identify plagiarism or inappropriate AI use. Staff want consistency so they are not individually responsible for creating or enforcing expectations.
Time and hands-on practice	Some staff said they need time to explore AI tools, practice using them safely, and learn how they apply to their curriculum or role.
Ethical concerns and hesitation	A smaller group expressed discomfort or opposition to generative AI use, citing concerns about student learning, over-reliance on technology, environmental impact, outsourcing thinking, and the broader effects of technology on students.
Already comfortable or unsure	A few respondents indicated that they already feel comfortable, are unsure what they need, or marked N/A.

21. What would help you feel more confident using Generative AI tools responsibly in your role?

Summary & Findings continued:

Staff responses indicate a clear need for districtwide guidance, training, and support around responsible generative AI use. The most common request was for clear, consistent guidelines that define acceptable use, approved tools, privacy expectations, and expectations for both staff and students. Many respondents also asked for professional development that is practical, grade-level or subject-specific, and focused on real classroom applications. Staff expressed a desire for hands-on practice, curated resources, and access to district-approved tools that comply with privacy requirements such as Ed Law 2-d. Several responses also highlighted concerns about student misuse, academic integrity, and the need for consistent student-facing expectations and enforcement. While some staff feel comfortable or are interested in learning more, others expressed hesitation or opposition due to concerns about over-reliance on technology, student learning, environmental impact, and ethical implications. Taken together, the responses suggest that staff would feel more confident if the district provided clear, supportive, and practical guidance that helps them use AI thoughtfully rather than leaving individual educators to navigate these decisions on their own.

22. What should district guidelines on generative AI prioritize?

Summary & Findings:

The responses suggest that staff want district guidelines to prioritize student safety, data privacy, academic integrity, ethical use, and clear expectations for both students and staff. Many respondents emphasized that AI should be used as a support tool, not as a replacement for student thinking, reasoning, creativity, or original work.

Major Priorities as Identified by Staff

Major Theme	Summary of Responses
Academic integrity and student accountability	This was one of the strongest themes. Staff want guidelines that clearly define acceptable AI use, misuse, plagiarism, cheating, and how AI-generated work should be handled. Several respondents asked for consistent expectations, consequences, and procedures for addressing student misuse.
Data privacy, security, and approved tools	Many respondents emphasized the need to protect student and staff data. They want clarity on what information cannot be shared with AI tools, which platforms are approved, and how the district will manage privacy, data sharing, and compliance concerns.
Responsible and ethical use	Respondents frequently mentioned ethical use, responsible use, human oversight, and using AI with intent. Staff want guidelines that help both educators and students understand when AI use is appropriate and when it crosses a line.
Student safety and protection	Several responses focused on safety, including student safety, staff protections, reliable sources, privacy risks, and the need to help students understand that AI outputs may not always be accurate or safe to rely on.
Clear expectations for students and staff	Staff asked for plain-language guidance on what AI should and should not be used for, how teachers may use AI professionally, how students may use it academically, and what shared expectations should apply across classrooms.
Accuracy, reliability, misinformation, and bias	Some respondents noted the importance of helping students and staff understand that AI can produce inaccurate, biased, or unreliable information. They want guidance on checking AI outputs and maintaining human judgment.

22. What should district guidelines on generative AI prioritize?

Summary & Findings continued:

Major Priorities as Identified by Staff

Major Theme	Summary of Responses
Preserving student thinking and reducing over-reliance	Several responses expressed concern that AI could weaken students' ability to reason, problem-solve, process information, and create original work. These respondents want guidelines that prevent over-reliance and reinforce AI as a tool for support rather than completion.
Professional learning and implementation support	Some staff identified training, development, and practical classroom application as priorities. They want support in understanding how to implement AI appropriately and responsibly.
Cautious or limited use	A smaller group expressed hesitation or opposition to generative AI use, suggesting that guidelines should minimize use, consider whether AI aligns with district pedagogy, or address broader concerns about technology use in classrooms.

Summary & Findings:

Staff responses indicate that district guidelines on generative AI should prioritize safety, privacy, academic integrity, and responsible use. The most common theme was the need for clear expectations around student use, especially in relation to academic honesty, plagiarism, cheating, and the difference between using AI as a support tool versus using it to complete assignments. Many respondents also emphasized the importance of protecting student and staff data, identifying approved platforms, and clearly explaining what information should never be entered into AI tools.

22. What should district guidelines on generative AI prioritize?

Summary & Findings continued:

Respondents also called for guidance that addresses ethical use, accuracy, misinformation, bias, and human oversight. Several staff members expressed concern that students may become overly reliant on AI, potentially weakening their ability to reason, problem-solve, create original work, and think independently. As a result, many respondents want guidelines that reinforce AI as a tool for inspiration, feedback, research support, or productivity — not as a substitute for learning.

Overall, the responses suggest that staff are looking for district guidelines that are clear, practical, consistent, and student-centered. They want shared expectations for students and educators, clear procedures for misuse, approved tools, privacy safeguards, and professional learning to support responsible implementation. While some staff are open to thoughtful AI use, others expressed caution or opposition, underscoring the importance of developing guidance that balances innovation with safety, integrity, equity, and the district's instructional values.

23. What concerns, questions, or recommendations would you like district leadership to consider as we develop AI and emerging technology guidelines?

Summary & Findings:

The responses show that staff want district leadership to take a balanced, thoughtful, and clearly communicated approach to AI and emerging technology guidelines. While some respondents see AI as a useful tool for planning, differentiation, organization, student engagement, and workflow support, others expressed strong concerns about overuse, student dependency, academic integrity, and the broader impact of technology on learning.

Major Theme	Summary of Responses
Clear student-use expectations and consequences	Many respondents asked for clear policies on what is acceptable for students, what counts as misuse or cheating, and what consequences should apply when AI is used inappropriately.
Academic integrity and plagiarism detection	A strong theme was concern about students using AI to complete assignments or avoid original thinking. Several respondents requested a standardized, reliable AI-checking or plagiarism-detection tool such as Turnitin or a comparable program.
Professional learning for staff	Respondents repeatedly asked for training so teachers can understand AI tools, use them responsibly, and teach students appropriate use. Some specifically suggested using a Superintendent Conference Day for AI-focused professional learning.
Student instruction and digital readiness	Several responses recommended direct student instruction on responsible AI use, academic integrity, study skills, time management, email etiquette, organization, and digital citizenship. One respondent suggested a course for incoming high school students.
Grade-level appropriate guidance	Staff emphasized that AI expectations should differ by developmental level. Some felt AI may be appropriate for high school students and possibly middle school students but questioned or opposed its use with younger learners.
Privacy, safety, and approved tools	Respondents asked the district to identify approved tools, protect student and staff data, consult regional partners, and ensure tools are safe, secure, and compliant before classroom use.

23. What concerns, questions, or recommendations would you like district leadership to consider as we develop AI and emerging technology guidelines?

Summary & Findings continued:

Major Theme	Summary of Responses
AI as a support tool, not a replacement	Several respondents stressed that AI should complement education, not replace critical thinking, student effort, teacher expertise, writing, problem solving, or human judgment.
Caution about over-reliance and technology saturation	Some staff expressed concern that AI could further reduce students' ability to think critically, problem-solve, write independently, and engage deeply with learning. A few recommended limiting Chromebook use or returning to more paper-based practices.
Timely communication and district stance	Respondents want leadership to communicate guidelines clearly and promptly, including how expectations will affect classroom workflows, teacher responsibilities, and student learning.
Choice and non-punitive implementation	Some staff cautioned against forcing AI use on teachers. They want guidance and support, but also room for professional judgment, especially for staff who do not want to use AI tools.

Staff responses indicate that district leadership should develop AI and emerging technology guidelines that are clear, practical, developmentally appropriate, and grounded in student safety, academic integrity, privacy, and responsible use. Many respondents emphasized the need for clear expectations around student use, including what is acceptable, what constitutes cheating or misuse, and how consequences will be handled consistently across classrooms. Academic integrity was a major concern, with several staff members requesting reliable tools or procedures to help identify AI-generated work and support fair enforcement.

Professional learning was another strong theme. Respondents noted that teachers need training before they can confidently use AI themselves or guide students in responsible use. Several recommended dedicated district training, including possible Superintendent Conference Day sessions, hands-on practice, and examples of appropriate classroom applications. Staff also recommended direct student instruction, especially for older students, on responsible AI use, digital citizenship, study skills, organization, time management, and maintaining ownership of their thinking and work.

23. What concerns, questions, or recommendations would you like district leadership to consider as we develop AI and emerging technology guidelines?

Summary & Findings continued:

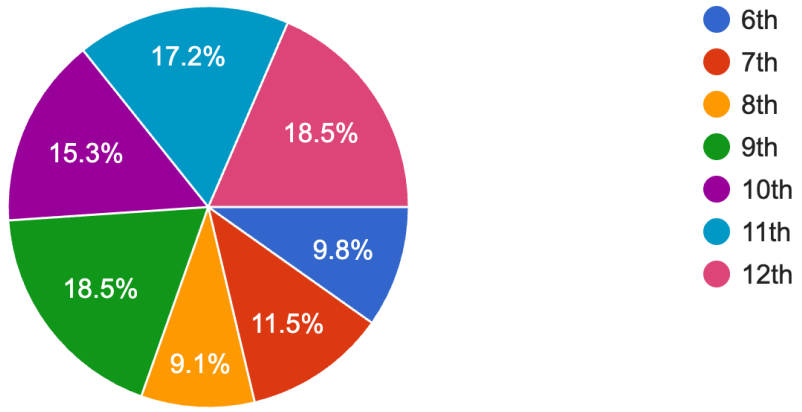
The responses also reflect a desire for thoughtful limits and developmental guardrails. Some staff see AI as a valuable tool for lesson planning, differentiation, organization, and student support, while others are concerned that AI may reduce critical thinking, increase cheating, or contribute to over-reliance on technology. Several respondents emphasized that AI should support teachers and students, not replace their roles, responsibilities, judgment, or original thinking.

Overall, staff are asking district leadership to provide a clear stance, approved tools, privacy protections, grade-level expectations, training, and consistent student-use policies. The responses suggest that successful guidance should balance innovation with caution, support teacher professional judgment, and help students learn how to use AI responsibly without compromising safety, integrity, or learning.

Student Survey Results

1. What grade are you in?

470 responses

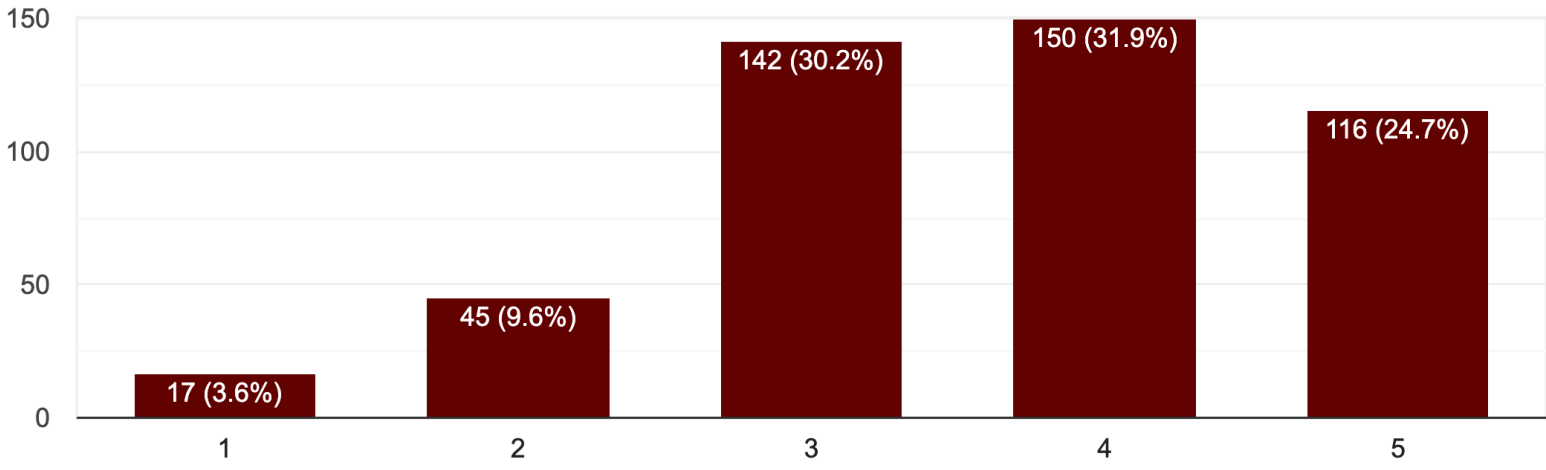


Summary:

The survey included a broad and relatively balanced sample of students from 6th through 12th grade. Given that the population at the high school increases due to the inclusion of students from the neighboring school districts of West Point and Garrison. At the high school level, the response rate ranged from 15.3% to 18.5%, with the highest participation in grades 12 and 9. At the middle school level, the response rate was as follows: 9.8% (6th grade), 11.5% (7th grade), and 9.1% (8th grade),

2. How would you rate your understanding of generative AI tools (such as tools that can write, summarize, or create content)?

470 responses



Summary & Findings:

Students generally report a moderate to strong understanding of generative AI tools. The average rating was approximately 3.64 out of 5, indicating that students generally perceive themselves as having a moderately strong understanding of generative AI. This finding suggests that student guidance should not only introduce AI basics, but also focus on responsible use, academic integrity, privacy, accuracy, and when AI use is appropriate or inappropriate for learning.

3. Which types of AI or smart tools have you heard of or used? (Select all that apply)

470 responses

Type of AI or Smart Tool	Number of Mentions	Approx. Percentage of Respondents
AI writing tools, such as chatbots, essay help, or summaries	321	68%
Study or tutoring AI tools	319	68%
Image or video creation tools	270	57%
Translation tools	250	53%
I am not sure / I have not used any	48	10%

Summary & Findings:

The most selected categories were AI writing tools and study or tutoring AI tools, each identified by approximately 68% of respondents. This indicates that students are especially familiar with AI tools that support writing, summaries, homework help, studying, tutoring, or understanding academic content.

More than half of students also reported awareness or use of image or video creation tools and translation tools. This suggests that student exposure to AI is not limited to schoolwork; many students are also encountering AI through creative tools, media platforms, language tools, search features, apps, and social media.

A smaller group, about 10%, selected “I am not sure / I have not used any.” Some open-ended responses also showed uncertainty about whether tools like Google Translate, Google AI summaries, Gemini, ChatGPT, or other apps “count” as AI. This suggests that students may be using or encountering AI without always recognizing it as AI.

Overall, the results show that students have broad exposure to AI-enabled tools, especially writing, tutoring, creative, and translation tools. This points to a clear need for instruction that helps students identify when AI is being used, understand what different tools are designed to do, and make responsible choices about when AI use supports learning and when it may interfere with original thinking, academic integrity, privacy, or accuracy.

4. Have you used any of these AI tools? (Check all that apply)

470 responses

AI Tool / Response	Number of Mentions	Approx. Percentage of Respondents
ChatGPT	337	72%
Google Gemini	295	63%
Canva	210	45%
Grammarly	170	36%
Microsoft Copilot	147	31%
NotebookLM	62	13%
Claude	33	7%
Midjourney	15	3%
Grok	10	2%
Gauth / Gauth AI	9	2%
Other tools named	7	1%
None / No use / Not sure	23	5%

Summary & Findings:

students have already used or encountered a range of AI tools. ChatGPT was the most commonly identified tool, mentioned by approximately 72% of respondents, followed by Google Gemini, mentioned by approximately 63%. These two tools appear to be the most familiar AI platforms among students.

4. Have you used any of these AI tools? (Check all that apply)

470 responses

Summary & Findings continued:

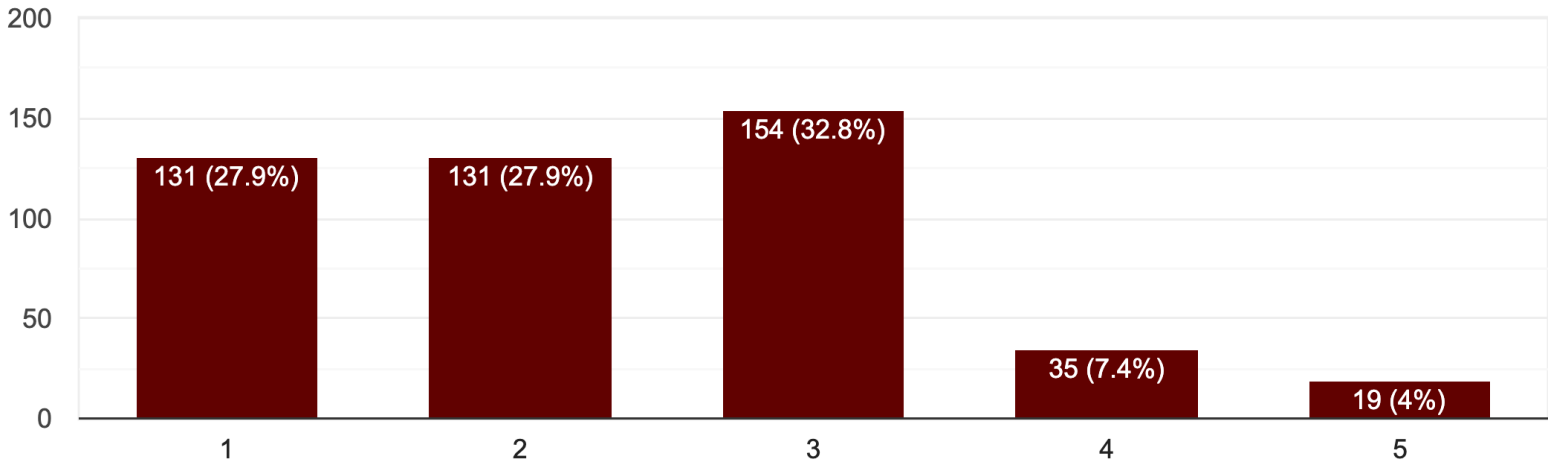
Students also reported notable use of tools that support content creation, writing, and productivity. Canva was mentioned by about 45% of respondents, while Grammarly was mentioned by about 36%. Microsoft Copilot was also common, with about 31% of students indicating they had used it. This suggests that student exposure to AI is not limited to chatbots; many are also encountering AI through school productivity tools, writing support, design platforms, and integrated search or app features.

A smaller group of students reported using tools such as NotebookLM, Claude, Midjourney, Grok, and Gauth AI. Several students also wrote in other tools or comments, including references to AI being integrated into search, apps, or homework-help tools. Only about 5% of responses indicated no use, uncertainty, or that the student had not heard of the tools.

Taken together, the results show that AI tools are already part of many students' digital experiences. This reinforces the need for clear student guidance on appropriate use, academic integrity, privacy, accuracy, and how to use AI as a learning support rather than a shortcut or replacement for original thinking.

5. Using the scale below, indicate how often you have used AI tools to help with schoolwork.

470 responses



Summary & Findings:

The responses suggest that most students are not reporting heavy or constant AI use for schoolwork. The largest share of students selected 1, 2, or 3, which indicates that many students either use AI rarely, occasionally, or somewhere in the middle. Fewer students selected 4 or 5, suggesting that regular or very frequent AI use for schoolwork is present, but not the dominant pattern.

Overall, the results suggest that while many students have some experience using AI tools for schoolwork, frequent use is not yet the norm. The largest group of students, 154 respondents or approximately 33%, rated their use as a 3, indicating that they use AI tools sometimes. Two equally sized groups, each representing about 28%, rated their use as either 1 or 2, suggesting that more than half of students use AI rarely or only occasionally for schoolwork.

Only 35 students, or about 7%, rated their use as a 4, and 19 students, or about 4%, rated their use as a 5. Taken together, approximately 11% of students reported using AI tools often or very often for schoolwork.

The average rating was approximately 2.32 out of 5, which suggests that student reported use of AI for schoolwork is generally occasional to moderate rather than frequent. This is an important finding because it shows that although students are widely aware of AI tools, many are not reporting using them regularly for academic purposes. The district has an opportunity to provide guidance before patterns of use become more established, especially around academic integrity, responsible use, privacy, accuracy, and how AI can support learning without replacing student thinking.

6. How have you used AI tools? (Select all that apply)

470 responses

Use of AI Tools	Number of Mentions	Approx. Percentage of Respondents
Explaining difficult concepts	267	57%
Brainstorming ideas	246	52%
Homework help	217	46%
Creating a study guide	196	42%
Research support	196	42%
Editing or improving writing	165	35%
I have not used AI for school	77	16%

Summary & Findings:

The responses suggest that students are most often using AI as a learning support tool rather than only as a content-generation tool. The most common use was explaining difficult concepts, selected by approximately 57% of students. This suggests that many students are turning to AI when they need help understanding material, clarifying confusing topics, or getting an explanation in a different way.

The next most common use was brainstorming ideas, selected by about 52% of students, followed by homework help, selected by about 46%. This indicates that students may be using AI to get started, generate ideas, check their understanding, or receive support when completing assignments. A sizable group also reported using AI for creating study guides and research support, both selected by about 42% of students.

About 35% of students reported using AI for editing or improving writing, suggesting that AI is also being used to revise, polish, or strengthen written work. This is an important area for guidance, since students may need clear expectations about the difference between acceptable writing support and using AI to replace their own thinking or original writing.

6. How have you used AI tools? (Select all that apply)

470 responses

Summary & Findings:

Approximately 16% of students indicated that they have not used AI for school. Some open-ended responses also showed that students have used AI for teacher-directed assignments, generating images, making presentations better, clarifying math problems, or using AI outside of school for fun. A few responses raised academic integrity concerns, including mentions of using AI to make an entire essay or to help with homework broadly.

Taken together, the results suggest that many students are already using AI in ways that could support learning, especially for explanation, brainstorming, studying, research, and homework help. At the same time, the responses reinforce the need for clear student guidance on responsible use, academic integrity, citation or disclosure, privacy, accuracy**,** and the difference between getting support and having AI do the work for them.

7. Where do you usually access AI tools? (Select all that apply.)

470 responses

Access Location / Method	Number of Responses	Approx. Percentage
At home	162	34%
On a personal device	135	29%
I do not use AI tools	64	14%
Outside of school time	59	13%
On a school device	28	6%
During class	22	5%
Total	**470**	**100%**

Summary & Findings

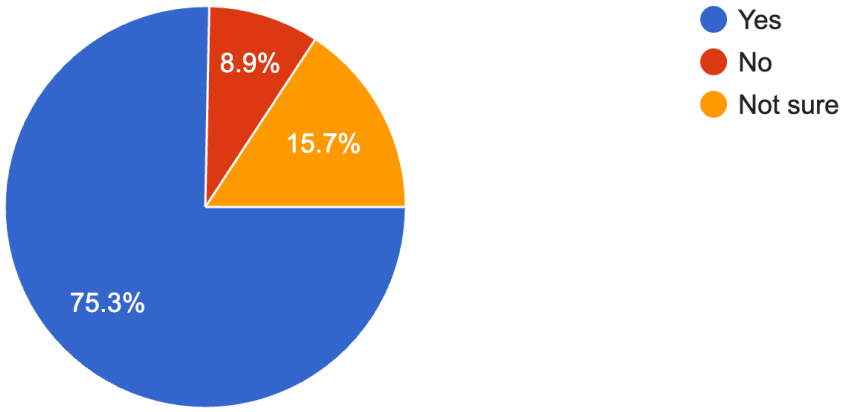
The results suggest that most student AI use is happening outside of school-supervised environments. The largest group of students reported accessing AI tools at home, followed by those who reported using AI tools on a personal device. This indicates that much of students' AI exposure may be occurring independently, without direct teacher guidance or consistent school-based expectations.

A smaller number of students reported accessing AI tools on a school device or during class, suggesting that school-based use is less common than home or personal-device use. About 14% of students indicated that they do not use AI tools.

These results reinforce the importance of providing students with clear guidance on responsible AI use, even when use happens outside of school. Since many students are accessing AI tools at home or on personal devices, student-facing expectations should address academic integrity, privacy, accuracy, misinformation, and when AI use is appropriate for schoolwork (regardless of where the tool is accessed).

8. Are you aware that some AI tools may collect or store information you type into them?

470 responses

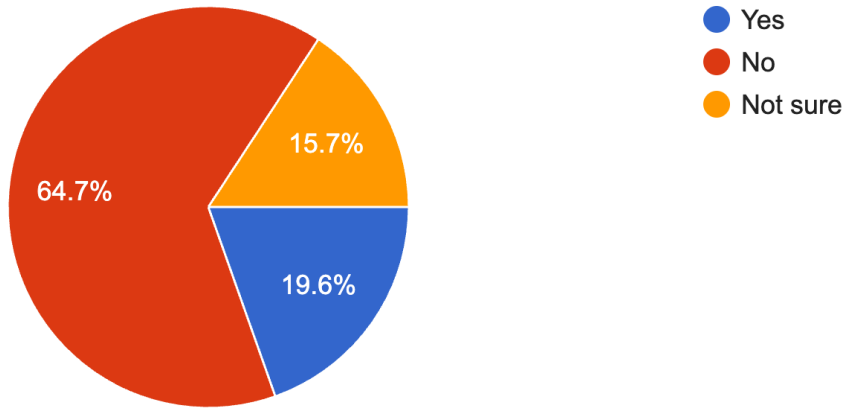


Summary & Findings

Most students reported being aware that some AI tools may collect or store information typed into them, with 75.3% responding yes. However, 24.6% of students were either unaware or unsure, suggesting that a significant portion of students may not fully understand the privacy implications of using AI tools. These results point to the need for continued instruction on AI privacy, data protection, and safe use practices so that students can make informed decisions about what information they share with AI systems.

9. Have you ever entered personal or school-related information into an AI tool?

470 responses

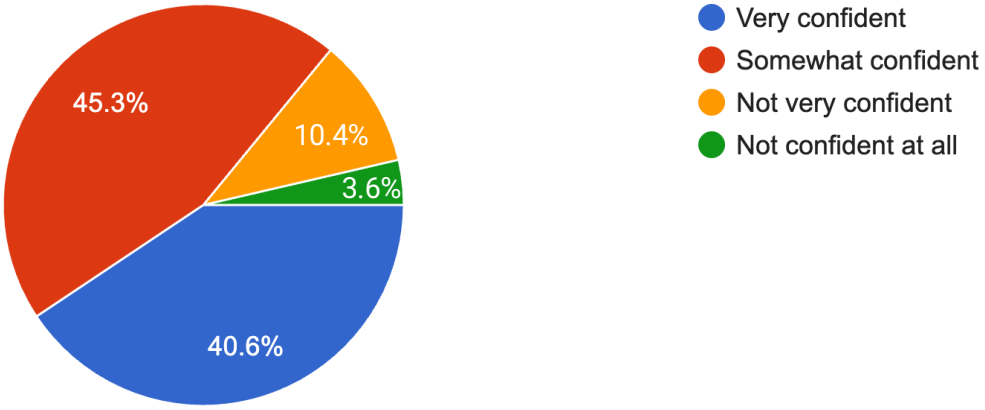


Summary & Findings

Most students reported that they have not entered personal or school-related information into an AI tool, with 64.7% responding no. However, 19.6% said they have done so, and another 15.7% were unsure. This means that more than one-third of students either have shared, or may have shared, information that could raise privacy or data protection concerns. The findings point to a need for continued instruction on what counts as personal or school-related information, why that information should be protected, and how students can use AI tools safely without exposing sensitive data.

10. How confident do you feel about knowing what information is safe to share online?

470 responses



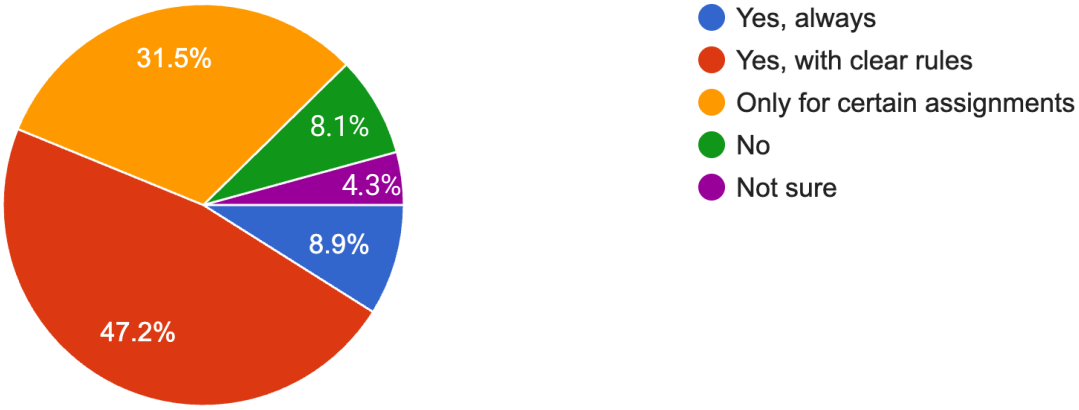
Summary & Findings

Most students reported feeling confident about knowing what information is safe to share online, with 85.9% indicating they were either very confident or somewhat confident. At the same time, a smaller but important group of students reported lower confidence. 10.4% said they are not very confident, and 3.6% said they are not confident at all. Together, approximately 14% of students may need additional support understanding what information should remain private when using online tools, including AI platforms..

The findings suggest that many students believe they have a solid understanding of online privacy, but continued instruction is still important. Because AI tools may collect or store information students enter, the district should reinforce clear, practical guidance about what is safe and unsafe to share online. This could include reminders not to enter personal information, passwords, private messages, photos, student records, health information, location details, or information about other people into AI tools or other online platforms.

11. Do you think students should be allowed to use AI tools for school assignments?

470 responses



Summary & Findings

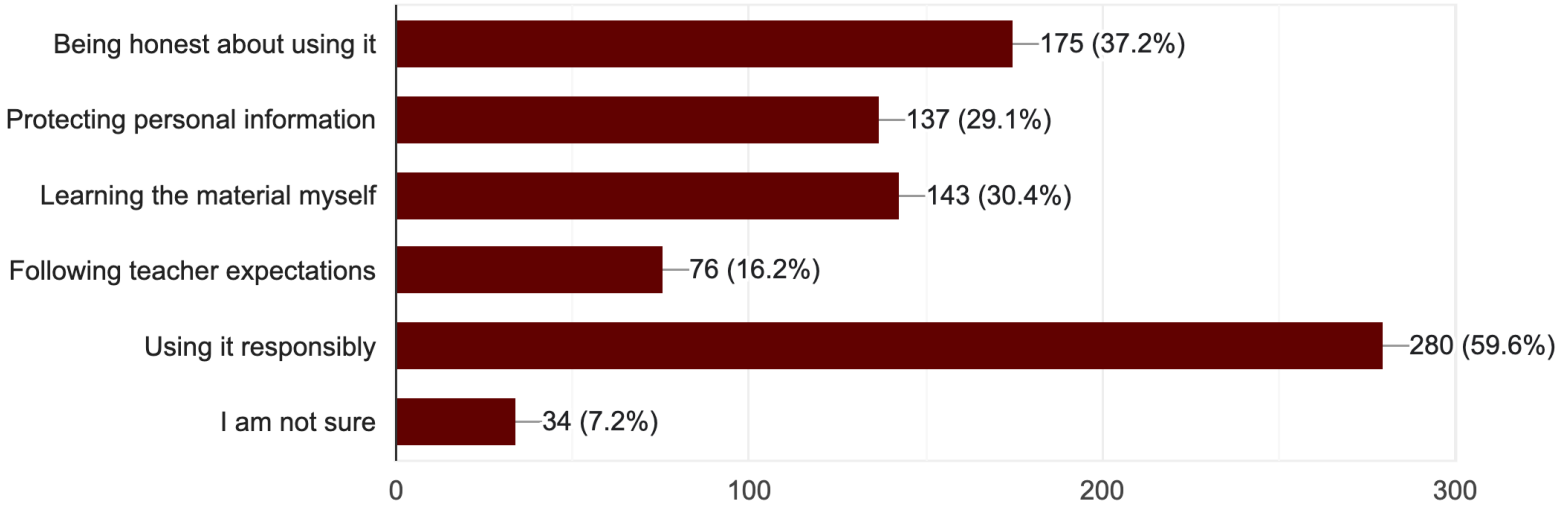
Most students support allowing AI tools for school assignments, but they prefer that use be guided by clear expectations and limits. The largest group, 222 students or approximately 47%, said students should be allowed to use AI with clear rules. Another 148 students or about 31% said AI should be allowed only for certain assignments.

Combined, approximately 79% of students support AI use in schoolwork when there are rules, boundaries, or assignment-specific expectations. A smaller group, 9%, said AI should always be allowed, while 8% said it should not be allowed. About 4% were unsure.

Taken together, the results suggest that students are not asking for unrestricted AI use. Instead, most students appear to recognize the need for guidance about when AI use is appropriate, when it is not, and how it should be used responsibly. This finding strongly supports the development of student-facing AI guidelines that clarify acceptable use, academic integrity expectations, teacher permission, privacy safeguards, and how AI can support learning without replacing students' own thinking.

12. What do you think is most important when using AI for schoolwork? (Select up to 2)

470 responses



Summary & Findings

The responses suggest that students recognize the importance of responsible AI use when using these tools for schoolwork. The most frequently selected response was “Using it responsibly,” chosen by approximately 60% of students. This indicates that many students understand that AI use requires judgment, boundaries, and appropriate decision-making.

The next most common response was “Being honest about using it,” selected by about 37% of students. This is an important finding because it suggests that many students understand the connection between AI use and academic integrity. Students appear to recognize that transparency matters when AI is used to support school assignments.

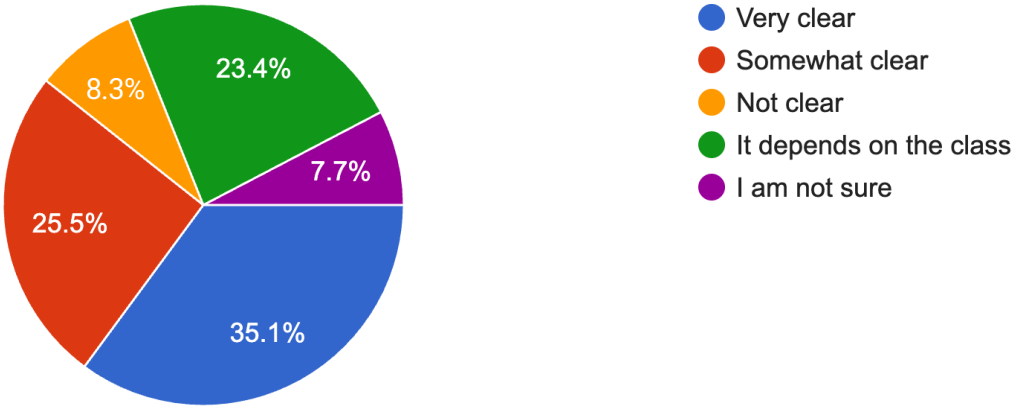
About 30% of students selected “Learning the material myself,” which suggests that a meaningful group understands that AI should not replace their own thinking or learning. Similarly, 29% selected “Protecting personal information,” showing some awareness of privacy and safety when using AI tools.

A smaller group selected “Following teacher expectations,” which may suggest that students need clearer and more consistent guidance from adults about when AI use is allowed, how it should be used, and what rules apply across assignments or classrooms. About 7% said they were not sure, indicating that some students may need more direct instruction about responsible AI use.

The results suggest that many students already recognize key principles of responsible AI use, including responsibility, honesty, learning, and privacy. At the same time, the responses reinforce the need for clear student-facing guidelines that define acceptable use, disclosure expectations, privacy safeguards, and the importance of using AI to support, and not replace student learning.

13. How clear are your teachers about whether AI tools are allowed for assignments?

470 responses



Summary & Findings

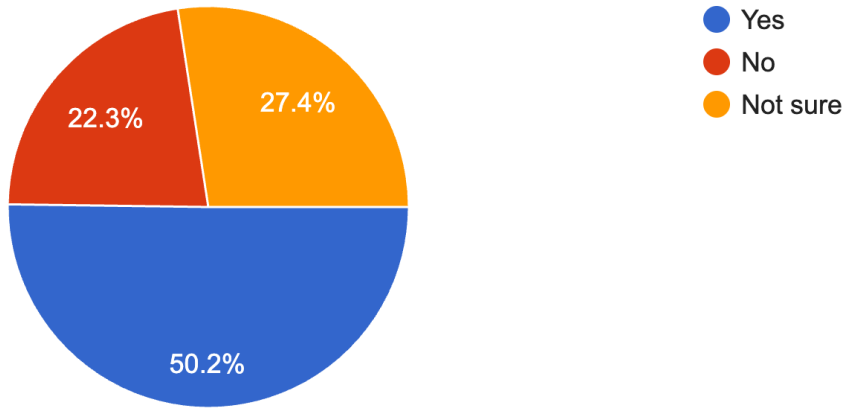
The responses suggest that many students have at least some understanding of whether AI tools are allowed for assignments, but expectations are not consistent across all classrooms. The largest group, 165 students or approximately 35%, said their teachers are very clear. Another 120 students or about 26% said expectations are somewhat clear. Combined, about 61% of students reported that teacher expectations are at least somewhat clear.

However, a sizable group of students indicated that clarity varies. 110 students, or about 23%, said “it depends on the class,” suggesting that expectations may differ from teacher to teacher or assignment to assignment. In addition, 39 students or about 8% said expectations are not clear, and 36 students or about 8% said they are not sure.

Taken together, the findings suggest that students would benefit from more consistent, student-facing guidance about AI use in school assignments. While many teachers may be communicating expectations clearly, the variation across classes could create confusion for students. District guidelines could help establish common language around when AI is allowed, when it is not allowed, whether students need to disclose AI use, and how expectations may change depending on the purpose of the assignment.

14. Do you feel that students need guidance on how to use AI safely and responsibly?

470 responses



Summary & Findings

Students were divided on whether they need guidance to use AI safely and responsibly. While 50.2% said yes, 22.3% % said no, and nearly 30% were unsure. These results show that students are not fully aligned on whether AI guidance is needed; suggesting that many students recognize the need for support, but others may either feel confident in their current understanding or may not yet recognize the risks associated with AI use. Overall, the findings point to a need for practical, student-centered AI guidance that explains responsible use, privacy, accuracy, academic integrity, and when AI supports learning versus when it may create problems.

15. What concerns (if any) do you have about AI tools in schools? (Select all that apply)

470 responses

Concern	Number of Mentions	Approx. Percentage of Respondents
Incorrect or misleading information	248	53%
Over-reliance on technology	209	44%
Cheating or unfair advantages	204	43%
Privacy and personal data	178	38%
No concerns	99	21%
Not sure / I don't know	2	<1%

Summary & Findings:

The responses suggest that students have several meaningful concerns about AI tools in schools. The most frequently selected concern was incorrect or misleading information, identified by approximately 53% of students. This suggests that many students understand that AI-generated content may not always be accurate, reliable, or appropriate to use without checking.

Students also expressed concern about over-reliance on technology, selected by about 44% of respondents. This indicates that many students recognize the risk of becoming too dependent on AI tools instead of developing their own thinking, research, writing, or problem-solving skills.

Cheating or unfair advantages was also a major concern, selected by approximately 43% of students. This shows that students are aware of the academic integrity issues connected to AI use, including the possibility that some students may use AI in ways that are unfair or that replace their own work.

In addition, 38% of students selected privacy and personal data, showing that a substantial group is concerned about what happens to the information entered into AI tools. This aligns with earlier findings showing that many students are aware that AI tools may collect or store information.

15. What concerns (if any) do you have about AI tools in schools? (Select all that apply)

470 responses

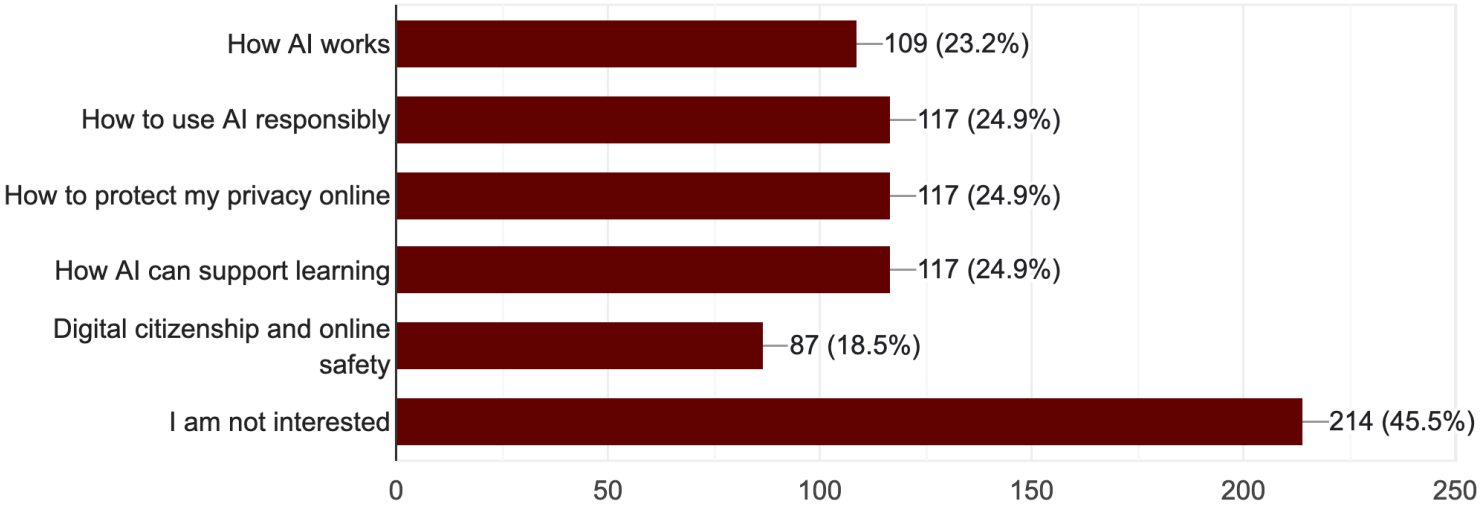
Summary & Findings continued:

At the same time, about 21% of students indicated that they have no concerns. This suggests that while many students are aware of potential risks, a notable group may either feel comfortable with AI tools or may not yet fully recognize the possible concerns.

The open-ended responses added a few additional themes, including environmental concerns, worries that AI could replace aspects of learning or creativity, concerns about teachers using AI to create inaccurate assignments, safety concerns, and fears that students may stop learning or thinking for themselves. Taken together, the results suggest that students would benefit from clear guidance on evaluating AI outputs, protecting personal information, using AI ethically, and avoiding over-reliance or misuse.

16. Would you like to learn more about: (Select all that apply)

470 responses



Summary & Findings

The responses suggest that student interest in learning more about AI and digital safety is mixed. The largest group, approximately 46% of students, indicated that they are not interested in learning more. This may suggest that some students feel they already know enough, do not see AI as personally relevant, or may not yet understand why guidance on AI and digital safety matters.

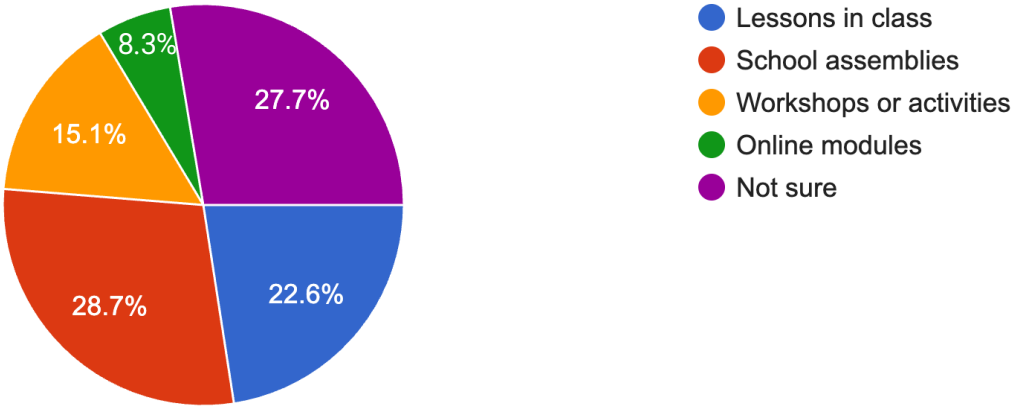
At the same time, a meaningful number of students did express interest in additional learning. About 25% of students selected how to use AI responsibly, how to protect my privacy online, and how AI can support learning. This suggests that some students are interested in practical guidance that helps them use AI safely, appropriately, and in ways that support schoolwork.

A similar group, about 23%, wanted to learn more about how AI works, while 19% selected digital citizenship and online safety. Taken together, these responses suggest that while not all students are asking for more AI instruction, there is still a clear need for age-appropriate learning opportunities focused on responsible use, privacy, digital safety, and how AI can support learning without replacing students' own thinking.

Because many students reported prior exposure to AI tools in earlier survey questions, the high "not interested" response should not necessarily be interpreted as a lack of need. Instead, it may point to the importance of making AI and digital citizenship instruction practical, relevant, student-centered, and connected to real situations students already encounter.

17. How should schools teach students about responsible technology and AI use?

470 responses



Summary & Findings

The responses suggest that students have mixed preferences about how schools should teach responsible technology and AI use. The most common response was school assemblies, selected by approximately 29% of students. This suggests that many students may see responsible AI and technology use as a topic that could be introduced through a shared, schoolwide message.

At the same time, a nearly equal percentage of students, 28%, said they were not sure. This indicates that many students may not yet have a clear preference for how they want to learn about AI, or they may not fully understand what this instruction could look like.

About 23% of students selected lessons in class, suggesting that a meaningful group would benefit from instruction embedded into regular classroom learning. Another 15% preferred workshops or activities, which points to interest in more interactive or hands-on formats. Only 6% selected online modules, making it the least preferred option.

Taken together, the results suggest that a blended approach may be most effective. The district could begin with a schoolwide assembly to introduce common expectations and key messages, followed by classroom lessons and hands-on activities that help students apply responsible AI use in real academic situations. Online modules may still be useful as a supplemental resource, but they should probably not be the primary method of instruction.

18. In your opinion, what are the benefits of AI or smart technology in learning?

454 responses

Summary & Findings:

Overall, students identified several potential benefits of AI in learning, especially when AI is used as a support tool rather than as a shortcut. The strongest themes were that AI can help students understand difficult concepts, study more effectively, brainstorm ideas, receive step-by-step explanations, and access help when a teacher or parent is not available.

Major Theme	Summary of Student Responses
Explaining difficult concepts	This was one of the strongest themes. Many students said AI can help explain confusing topics, break down hard problems, simplify directions, or teach material in a different way when they do not understand the teacher's explanation.
Step-by-step help and tutoring support	Students frequently described AI as a tutor-like tool that can walk them through a problem, show steps, provide examples, or help them understand how to solve something rather than simply giving an answer.
Studying and test preparation	Many students mentioned using AI to create study guides, quizzes, flashcards, review questions, summaries, or extra practice to prepare for tests and assignments.
Brainstorming and idea generation	Students saw value in using AI to generate ideas, start an assignment, improve creativity, organize thoughts, or think of approaches they may not have considered on their own.
Homework and assignment support	Many students said AI can help with homework, clarify assignment directions, support research, provide feedback, or help when they are stuck. Some noted that this is especially useful at home when a teacher or parent is unavailable.
Writing support and feedback	Students mentioned using AI for grammar help, essay feedback, improving writing, finding synonyms, checking work, and making writing clearer.

18. In your opinion, what are the benefits of AI or smart technology in learning?

454 responses

Summary & Findings continued:

Major Theme	Summary of Student Responses
Writing support and feedback	Students mentioned using AI for grammar help, essay feedback, improving writing, finding synonyms, checking work, and making writing clearer.
Faster access to information	Some students described AI as useful because it provides quick answers, summaries, explanations, or research support without having to search across many websites.
Personalized learning and accessibility	Several students noted that AI can explain things in different ways, support different learning styles, provide translation help, assist students with language barriers or disabilities, and allow students to learn at their own pace.
Teacher and classroom support	Some students recognized benefits for teachers, such as helping create rubrics, assignments, study materials, or instructional supports.
Concerns or limited perceived benefits	A smaller group said they were unsure, saw few or no benefits, opposed AI use, or worried that students might use it to cheat, avoid thinking, or get answers without learning.

Students identified several benefits of AI and smart technology in learning, with the most common theme being that AI can help explain difficult concepts in a way students can understand. Many students described AI as a tool that can break down problems step by step, simplify confusing directions, provide examples, and offer support when a teacher, parent, or tutor is not available. Students also saw AI as helpful for studying, creating study guides, generating practice questions, reviewing for tests, and clarifying homework assignments.

Another strong theme was that AI can support brainstorming, research, writing, and organization. Students noted that AI can help them get started when they are stuck, generate ideas, improve grammar, organize notes, summarize information, and provide feedback on their work. Several students also recognized that AI can personalize learning by explaining topics in different ways, supporting students who learn differently, helping English language learners, or providing assistance outside of school hours.

18. In your opinion, what are the benefits of AI or smart technology in learning?

454 responses

Summary & Findings continued:

Another strong theme was that AI can support brainstorming, research, writing, and organization. Students noted that AI can help them get started when they are stuck, generate ideas, improve grammar, organize notes, summarize information, and provide feedback on their work. Several students also recognized that AI can personalize learning by explaining topics in different ways, supporting students who learn differently, helping English language learners, or providing assistance outside of school hours.

At the same time, many students made an important distinction between using AI for help and using AI to avoid learning. Several responses emphasized that AI should be used to understand the material, not simply to copy answers or complete assignments. Some students expressed concerns that AI could be misused for cheating, provide incorrect information, or reduce students' effort and thinking. A smaller number of students said they were unsure about the benefits or did not believe AI has meaningful value in school.

Overall, the responses suggest that students see AI as most beneficial when it functions as a learning support: explaining, guiding, summarizing, brainstorming, providing feedback, and helping students study. These findings reinforce the need for clear guidance that helps students understand how to use AI to deepen learning without replacing their own thinking, effort, or academic integrity.

19. What rules or guidelines do you think schools should have about AI use?

450 responses

Summary & Findings:

Students consistently said that schools should have clear, practical rules that allow AI to be used as a support tool while preventing cheating, copying, and over-reliance. The strongest theme was that AI should help students learn, but it should not do the work for them.

Major Theme	Summary of Student Responses
Do not use AI to cheat	This was the most common theme. Many students said AI should not be used to cheat on homework, tests, quizzes, essays, projects, or major assignments.
Use AI as a helper, not a replacement	Students repeatedly said AI should be used to explain, guide, brainstorm, check work, or help students understand, and not to complete the assignment for them.
Teacher permission and assignment-specific rules	Many students said AI should only be used when a teacher allows it, and that expectations should be clear for each class or assignment.
No copying and pasting / no AI-written assignments	Students frequently said they should not be allowed to copy AI responses word-for-word, submit AI-generated essays, or turn in AI work as their own.
Use AI responsibly and safely	Students used language such as “use it responsibly,” “don’t abuse it,” “use it wisely,” and “only use it when needed.”
Limit AI use for tests, quizzes, and major grades	Many students said AI should not be used during tests, quizzes, finals, essays, or important graded work.
Protect personal information	Several students said schools should teach students not to enter personal information, school data, or private information into AI tools.
Monitor or limit use	Some students suggested that schools should monitor AI use, block certain tools, limit how often students can use AI, or only allow approved platforms.

19. What rules or guidelines do you think schools should have about AI use?

450 responses

Summary & Findings continued:

Major Theme	Summary of Student Responses
Teach responsible use instead of banning it completely	Several students said AI should not be fully banned because students will still use it outside of school. They recommended teaching students how to use it appropriately.
Ban or strongly restrict AI	A smaller group said AI should not be allowed in school at all or should be blocked because students may rely on it too much or use it to avoid learning.
Require honesty, disclosure, or citation	Some students suggested that students should tell teachers when they use AI, cite AI use, or explain how AI helped them.
Check accuracy and do not rely on AI completely	Several students said students should fact-check AI responses and not believe everything AI produces.

Students believe schools should establish clear and consistent rules for AI use, with the strongest emphasis on preventing cheating and protecting original student work. Many students said AI should not be used to complete assignments, write essays, answer test or quiz questions, or replace the student's own thinking. They frequently described AI as something that should be used for help, explanation, brainstorming, studying, grammar support, or understanding difficult concepts — not as a tool to do the work for them.

Another major theme was the need for teacher permission and assignment-specific expectations. Students want to know when AI is allowed, when it is not allowed, and how much support is acceptable. Several responses suggested that expectations should be clearly stated for each class or assignment, so students are not confused about what counts as appropriate use. Many students also recommended that AI should be limited or prohibited on tests, quizzes, essays, and major graded assignments.

Students also raised concerns about responsible use, privacy, and accuracy. Some said schools should teach students not to share personal information with AI tools, not to generate inappropriate content, and not to rely on AI without checking whether the information is correct. A number of students suggested that students should be honest about AI use, cite it when appropriate, or explain how they used it.

19. What rules or guidelines do you think schools should have about AI use?

450 responses

Summary & Findings continued:

Students consistently said that schools should have clear, practical rules that allow AI to be used as a support Overall, the responses suggest that students are not asking for unrestricted AI use. Most students seem to understand that AI can be helpful when used as a learning support, but harmful when it replaces effort, original thinking, or academic honesty. These findings support the need for student-facing AI guidelines that clearly define acceptable use, prohibited use, disclosure expectations, privacy safeguards, teacher permission, and examples of how AI can support learning without doing the learning for students.

20. What is one thing you want adults (teachers or leaders) to understand about how students use technology today?

445 responses

Summary & Findings:

Overall, students want adults to understand that technology, including AI, is a normal part of how they learn, communicate, create, and solve problems. Many students pushed back against the assumption that AI use automatically means cheating. At the same time, students were honest that some peers do misuse AI, especially when they feel confused, overwhelmed, pressured by grades, or tempted by an easier way to complete work.

Major Theme	Summary of Student Responses
AI is not always used for cheating	This was one of the strongest themes. Many students said adults should not assume that every use of AI is dishonest. Students described using AI to brainstorm, study, check work, clarify confusing directions, or better understand difficult concepts.
Students need help, not just restrictions	Many students said they turn to AI when they do not understand a lesson, when directions are unclear, when a teacher is unavailable, or when they are embarrassed to ask questions in class. Several said AI can explain things in a way that makes more sense to them.
Technology is part of students' everyday lives	Students emphasized that technology is not separate from how they learn and communicate. Many described technology as something they have grown up with and will continue to use in the future.
Clear guidance is better than banning	A recurring theme was that students believe AI use is inevitable. Several said that if schools simply ban AI, students will still find ways to use it at home, on personal devices, or through other platforms. They recommended teaching responsible use instead.
Some students do misuse AI	Students were candid that some peers use AI to cheat, get answers, avoid doing work, or complete assignments quickly. Some said students can be sneaky, find workarounds, or use AI irresponsibly if there are no clear expectations.
Pressure, workload, and grades influence AI use	Several responses connected AI use to stress, busy work, grade pressure, fear of failing, and the feeling that school sometimes prioritizes grades over learning. Some students said AI becomes tempting when they feel overwhelmed or just need to get work done.

20. What is one thing you want adults (teachers or leaders) to understand about how students use technology today?

445 responses

Summary & Findings continued:

Major Theme	Summary of Student Responses
AI can support studying and understanding	Many students described AI as useful for creating study guides, explaining problems step by step, checking understanding, improving writing, finding ideas, or learning when they are stuck.
Teacher use of AI matters too	Some students noted a perceived double standard when teachers use AI to create assignments, tests, study guides, or lessons while telling students not to use it. A few students expressed frustration when teacher-created AI materials included errors.
Students want trust and fairness	Some students asked adults not to generalize all students as lazy, dishonest, or addicted to technology. They want adults to recognize that students use technology in different ways and that responsible users should not be punished for others' misuse.
Concerns about over-reliance and harm	A smaller but important group expressed concern that AI can lead to dependency, reduce learning, harm critical thinking, spread misinformation, collect personal data, or negatively affect the environment.

Students want adults to understand that technology is deeply embedded in how they learn, communicate, and navigate school today. Many students emphasized that AI is not always used to cheat. They described using it to brainstorm ideas, study, generate practice questions, clarify confusing assignments, improve writing, check their understanding, or receive step-by-step explanations when they are stuck. Several students said AI is especially helpful when a teacher, parent, or tutor is not available, or when they feel embarrassed to ask for help in class.

At the same time, students were honest that AI can be misused. Some acknowledged that students use AI to get answers, complete assignments quickly, avoid busy work, or improve grades without fully learning the material. Several students said the temptation is strong because AI is easy to access and can provide quick responses. Others connected this misuse to larger issues, including unclear instruction, heavy workloads, grade pressure, fear of failure, and the feeling that school sometimes values completion and grades more than understanding.

20. What is one thing you want adults (teachers or leaders) to understand about how students use technology today?

445 responses

Summary & Findings continued:

A strong theme across the responses was that students do not believe banning AI will fully solve the problem. Many said students will continue to access AI outside of school or on personal devices, even if it is restricted on school devices. Instead, students recommended clearer expectations, responsible-use instruction, and more trust for students who are using AI appropriately. They want adults to distinguish between using AI to support learning and using AI to replace learning.

Students also raised important concerns for adults to consider. Some worried about over-reliance, misinformation, privacy, environmental impact, and students losing the ability to think or learn independently. Others noted that teachers also use AI, and they want expectations to feel fair and consistent for both students and adults. Taken together, the responses suggest that students are asking for a balanced approach: clear rules, responsible-use instruction, meaningful assignments, teacher guidance, and recognition that AI can be both helpful and harmful depending on how it is used.